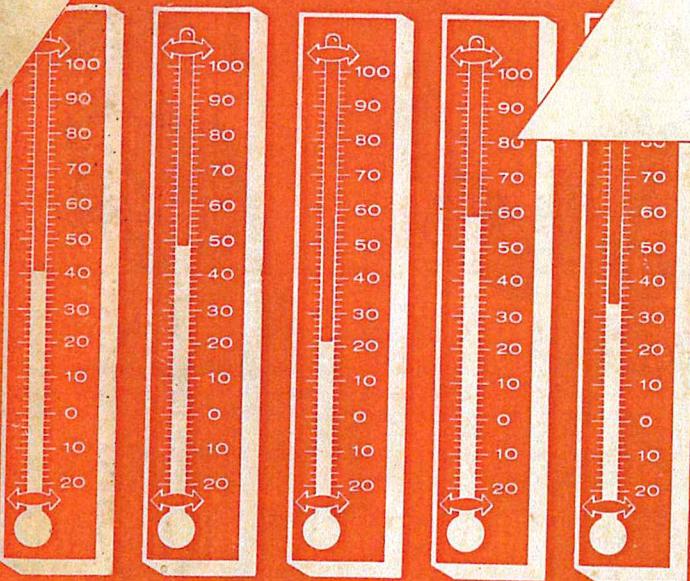


# THE NEW ARITHMETIC

$$\begin{array}{r}
 3 \overline{) 12} & 2 \overline{) 10} & 2 \overline{) 4} \\
 3 \overline{) 3} & 3 \overline{) 15} & 3 \overline{) 24} \\
 3 \overline{) 27} & 3 \overline{) 6} & 4 \overline{) 8} & 4 \overline{) 20} \\
 5 \overline{) 20} & 5 \overline{) 45} & 5 \overline{) 25} & 6 \overline{) 24} \\
 6 \overline{) 42} & 6 \overline{) 36} & 6 \overline{) 36} & 6 \overline{) 42} \\
 15 \overline{) 15} & 15 \overline{) 45} & 15 \overline{) 36} & 15 \overline{) 45} \\
 45 & 2 \overline{) 85} & 36 & 2 \\
 30 = 10 \times 3 & 80 & 40 \times 2 & 84 \\
 15 & 5 & 2 \times 2 & 57 \\
 15 = 5 \times 3 & 4 & 1 & remainder \\
 0 & & & 72 \\
 & & & 88 \\
 & & & 98 \\
 & & & 96 \\
 & & & 55 \\
 & & & 91 \\
 & & & 66 \\
 & & & 65 \\
 & & & 75 \\
 & & & 72 \\
 & & & 96 \\
 & & & 6 \\
 & & & 5 \\
 & & & 4 \\
 & & & 3 \\
 & & & 2 \\
 & & & 1 \\
 & & & 0
 \end{array}$$

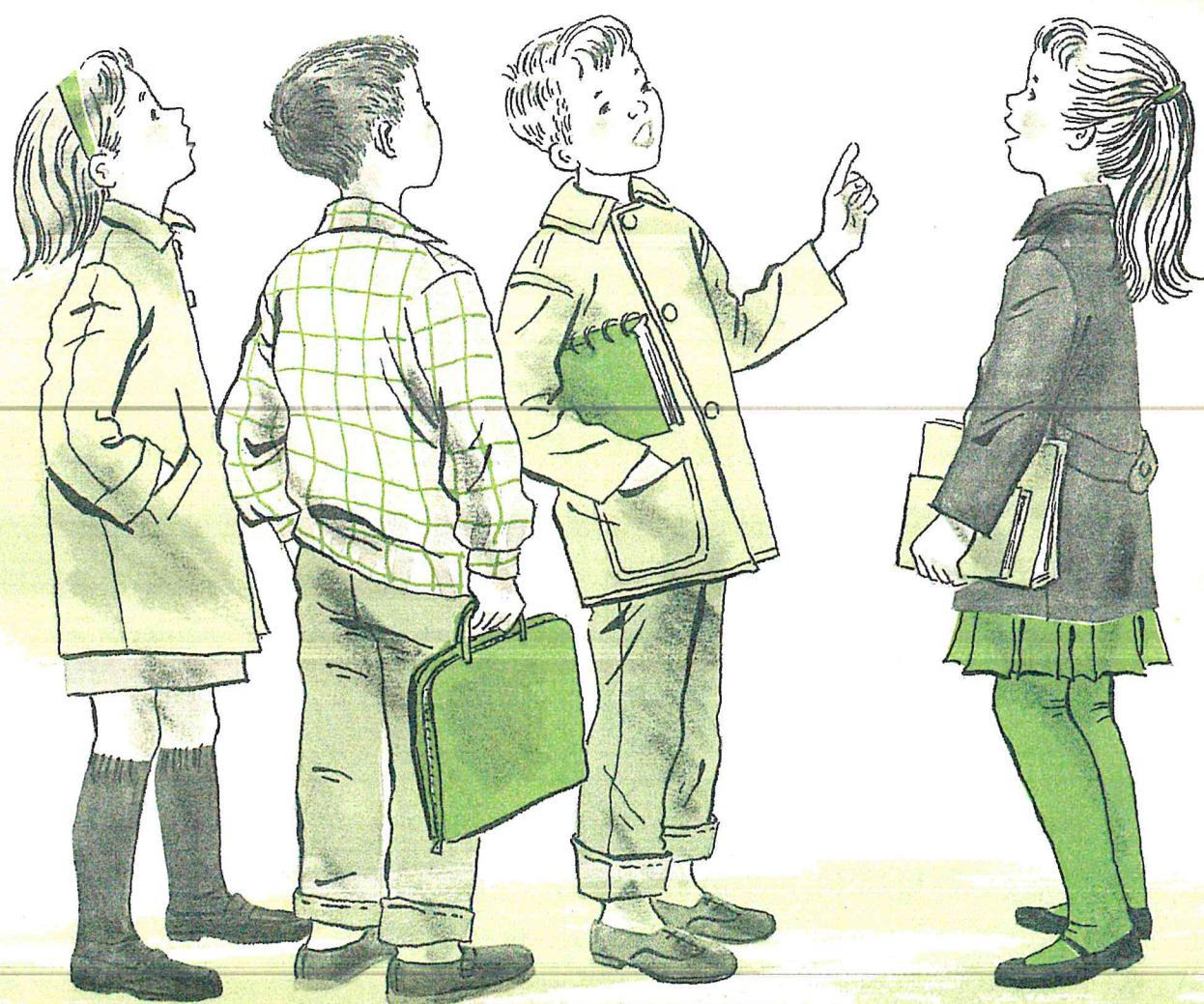
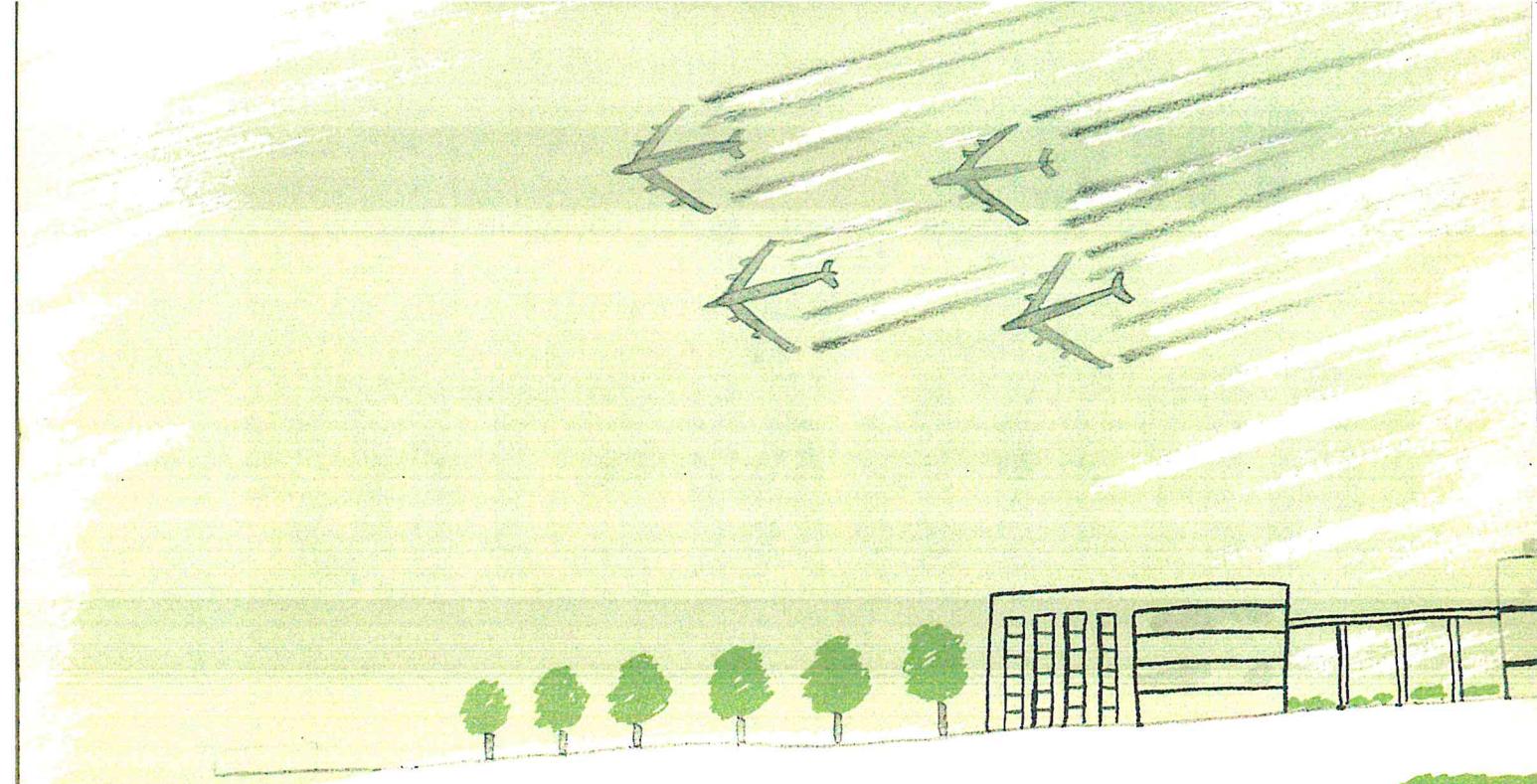
Said 3004 books were checked out in July and 5129 in August. How many books were checked out from the library in the two months?

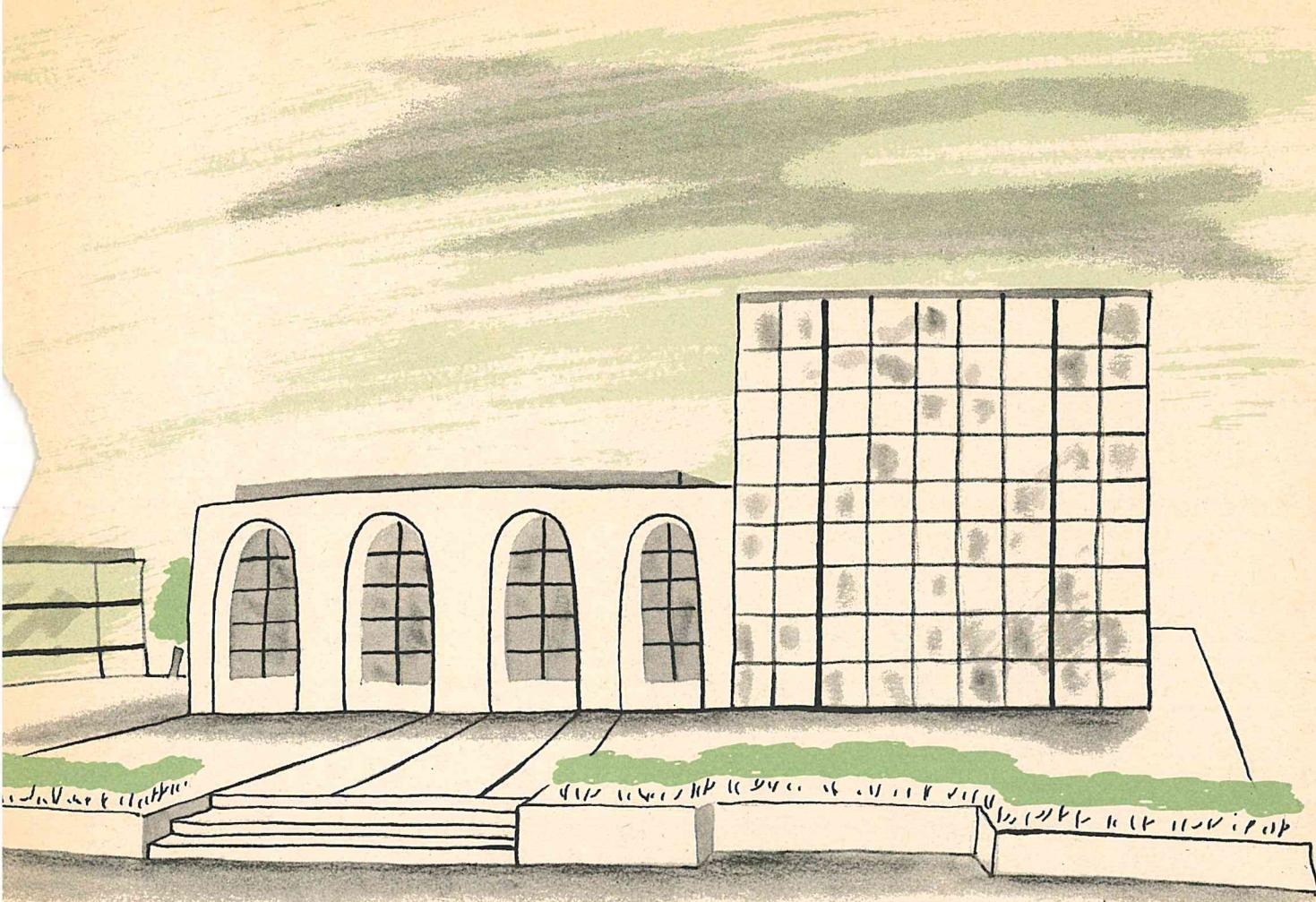
$$\begin{array}{r}
 98 \div 7 = \\
 96 \div 8 = \\
 55 \div 5 = \\
 91 \div 7 = \\
 66 \div 6 = \\
 65 \div 5 = \\
 75 \div 5 = \\
 72 \div 6 = \\
 96 \div 6 = \\
 6 \\
 5 \\
 4 \\
 3 \\
 2 \\
 1 \\
 0
 \end{array}$$



$$\begin{array}{r}
 \$8.33 & \$5.17 & \$6.51 \\
 5.97 & 3.50 & 4.65 \\
 \hline
 \$5.13 & \$3.41 & \$1.75 \\
 .30 & .98 & .96 \\
 \hline
 \end{array}$$







# THE NEW ARITHMETIC

# 4

Rose and Ruth Weber  
assisted by  
Flora B. Miller and Edith H. Price



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Wichita, Kansas

# CONTENTS

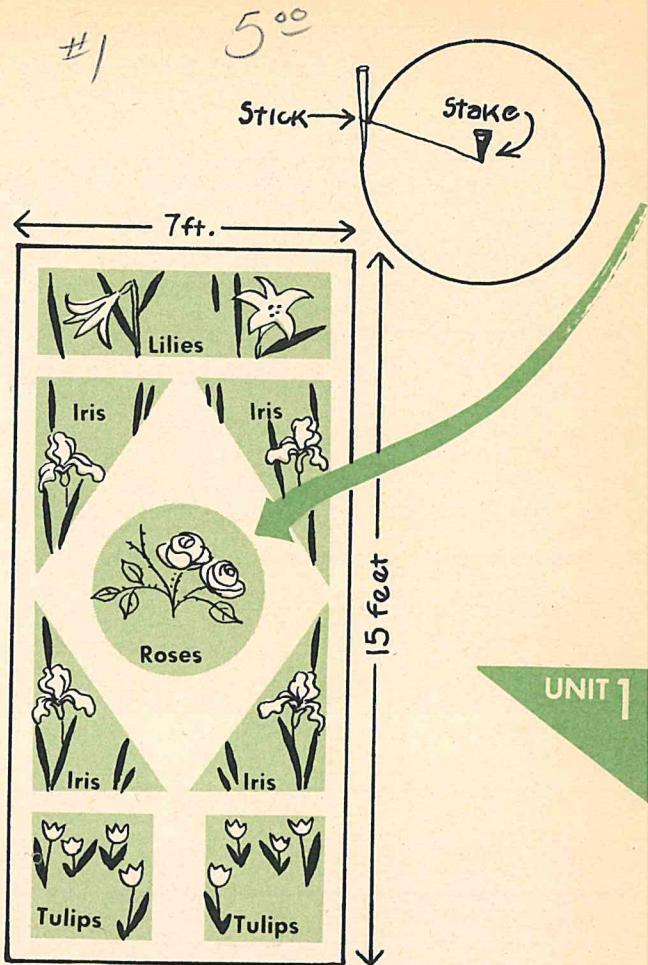
Unit	Page
I	3
Addition and Subtraction. Geometric Figures. Place Value.	
II	28
Multiplication and Division Facts. Factors.	
III	56
Multiplication of Whole Numbers. Thermometers, Calendars, Graphs, and Tables. Rounding and Estimating.	
IV	83
Division of Whole Numbers. Problem Solving. Averages. Measurement. Roman Numerals.	
V	111
Fractions: Addition and Subtraction. Denominate Numbers. Division, Addition, and Subtraction of Larger Whole Numbers.	
VI	140
Sets, Problem Solving, Measurement. Geometry. Review of Year's Work.	
Index	156

Illustrated by Hertha Depper

## Lesson 1 — USING GEOMETRIC SHAPES

The picture shows the plan of Jane's flower garden. The garden has 4 straight sides and 4 **square corners**. A square corner is also called a **right angle**. The shape of the garden is a **rectangle**. Any two of the sides of a rectangle that come together in a right angle can be called the width and the length. Usually the longer side is the length, and the shorter side is the width. The width of Jane's garden is 7 feet. The length of it is 15 feet.

Tom helped Jane make a circle for her rose bed. He drove a stake in the center of the garden and tied a short rope to it. He tied a pointed stick to the other end of the rope. Pulling the rope tight, he drew a circle on the ground with the pointed stick.

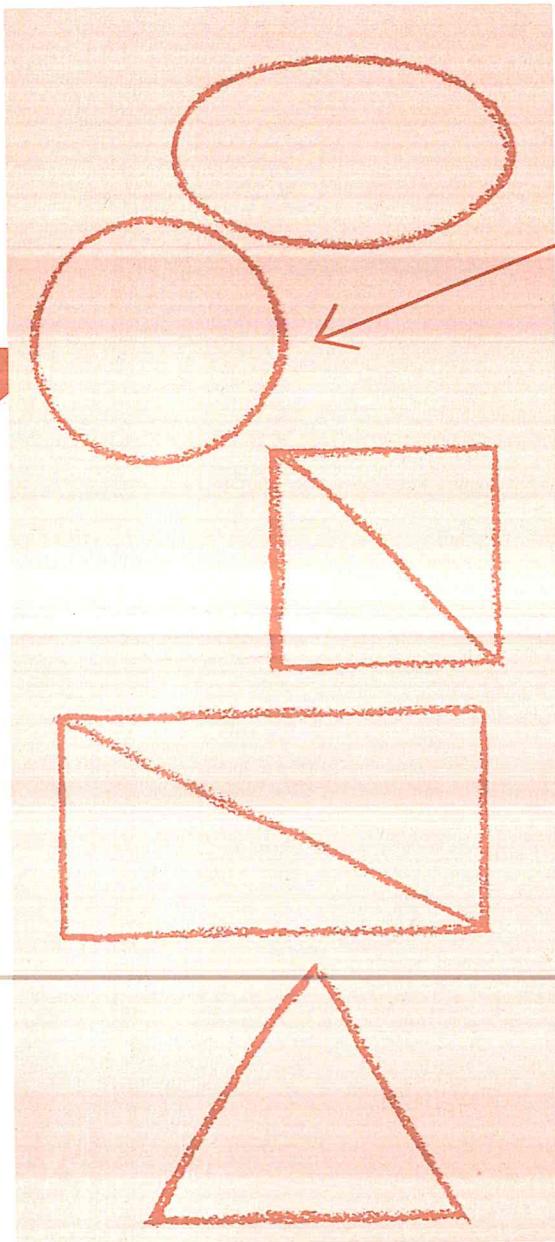


1. The lily bed has \_\_\_\_\_ straight sides and \_\_\_\_\_ square corners. The lily bed is shaped like a \_\_\_\_\_.  
Write the name of something in your room shaped like a rectangle: \_\_\_\_\_
2. A rectangle that has four equal sides is called a **square**. Measure the sides of the plan of the tulip beds in the picture. Each tulip bed is in the shape of a \_\_\_\_\_. Write the name of something in your room which has the same shape as the tulip beds: \_\_\_\_\_
3. A **triangle** has 3 sides and 3 corners. How many flower beds shaped like triangles are in the picture? \_\_\_\_\_ Each iris bed is in the shape of a \_\_\_\_\_. Write the name of something in your room which is shaped like a triangle: \_\_\_\_\_
4. The rose bed in the picture has the shape of a **circle**. Write the name of something in your room which also has the shape of a circle: \_\_\_\_\_

## Lesson 2 — MORE GEOMETRIC SHAPES

The boys and girls made drawings of the geometric shapes they had seen when they went to the park.

1 UNIT



Jerry drew an **oval** like the tracks on which the little train runs.

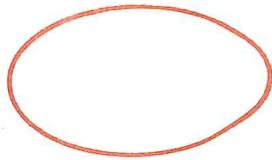
Bob drew a **circle** like the path where the children ride the ponies.

Jane drew a **square** like the shape of the park. Then she drew a diagonal path across the square. Do you see the two right triangles (that have one right angle) that are made by the diagonal path? Each of the triangles has two sides that are the same length.

Mary drew a **rectangle** like the lot that she crossed to go to the park. Remember that a rectangle has two sides that are longer than the other two. Then Mary drew the diagonal path that crosses the lot. This made two right triangles. These triangles are different from those made by the path across the square park. Each side of these triangles is a different length.

John drew a **triangle** like the park flower bed. The three sides of the triangle are equal. Notice that no angle is a right angle.

Draw a line connecting each drawing with its name:



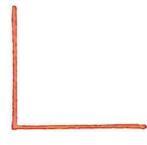
rectangle



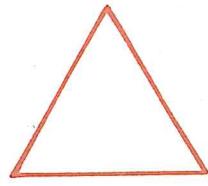
triangle



right angle

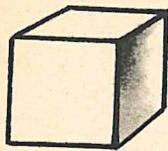


oval

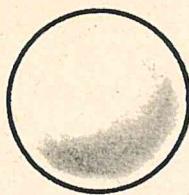


circle

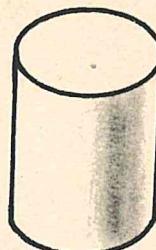
## Lesson 3 — OTHER GEOMETRIC SHAPES



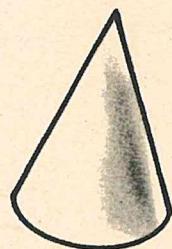
Cube



Sphere

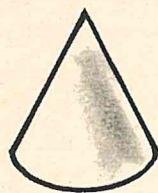


Cylinder

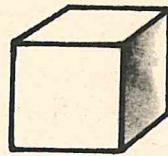


Cone

1. Write the name of each of these figures:



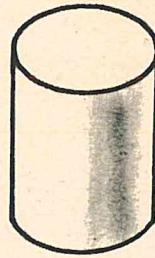
a \_\_\_\_\_



b \_\_\_\_\_



c \_\_\_\_\_



d \_\_\_\_\_

2. Write the name of something that is shaped like:

a a cone \_\_\_\_\_

b a cube \_\_\_\_\_

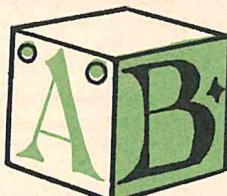
c a sphere \_\_\_\_\_

d a cylinder \_\_\_\_\_

3. Write the names of the shapes of these objects:



a \_\_\_\_\_



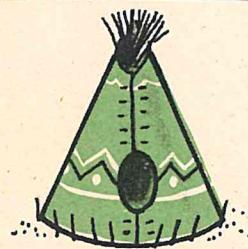
b \_\_\_\_\_



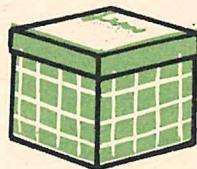
c \_\_\_\_\_



d \_\_\_\_\_



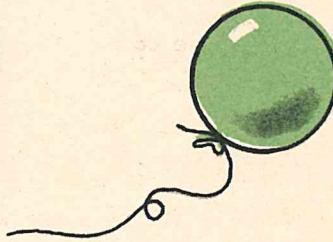
e \_\_\_\_\_



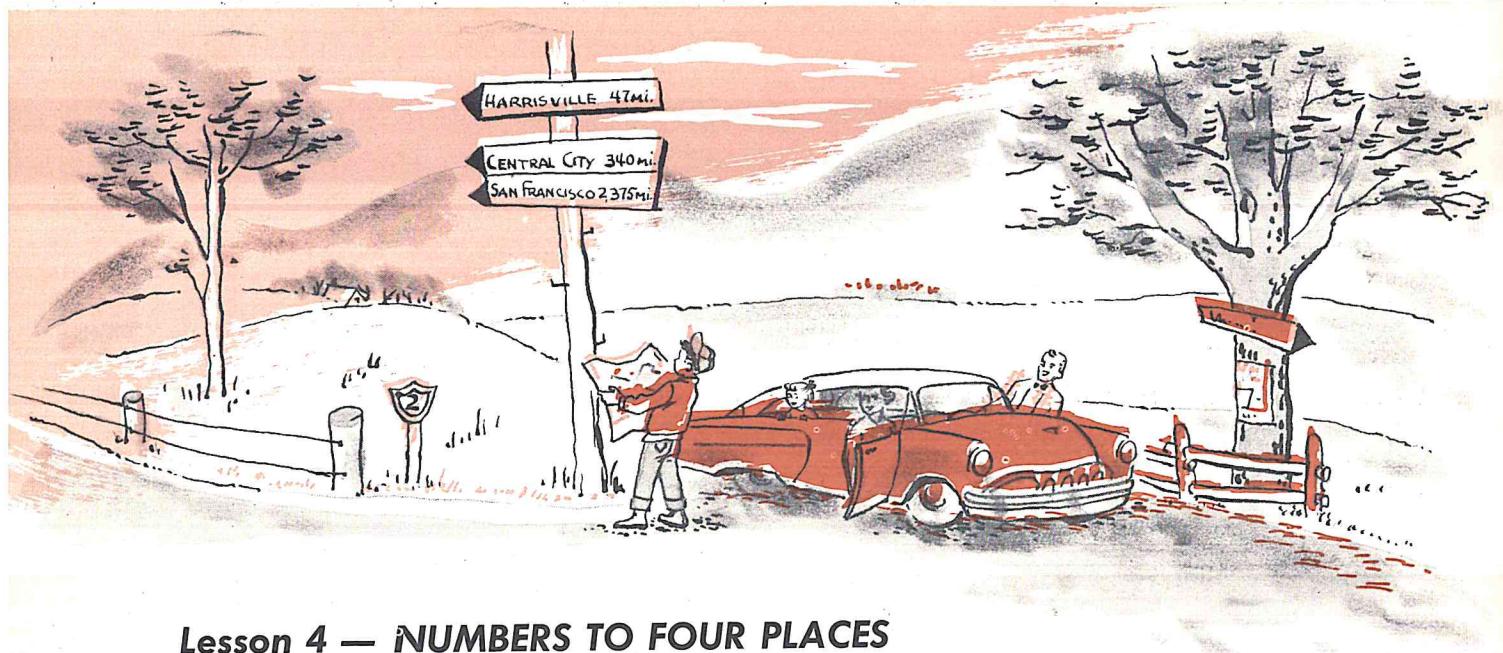
f \_\_\_\_\_



g \_\_\_\_\_



h \_\_\_\_\_



## Lesson 4 — NUMBERS TO FOUR PLACES

1 UNIT

Write the missing numbers:

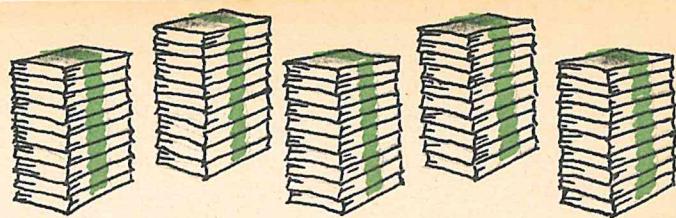
a

b

1. 82 is the same as \_\_\_ tens \_\_\_ ones. 47 is the same as \_\_\_ tens \_\_\_ ones.
2. 95 is the same as \_\_\_ tens \_\_\_ ones. 56 is the same as \_\_\_ tens \_\_\_ ones.
3. 429 is the same as \_\_\_ hundreds, \_\_\_ tens, \_\_\_ ones.
4. 340 is the same as \_\_\_ hundreds, \_\_\_ tens, \_\_\_ ones.
5. 508 is the same as \_\_\_ hundreds, \_\_\_ tens, \_\_\_ ones.
6. 2375 is the same as \_\_\_ thousands, \_\_\_ hundreds, \_\_\_ tens, \_\_\_ ones.
7. 5986 is the same as \_\_\_ thousands, \_\_\_ hundreds, \_\_\_ tens, \_\_\_ ones.
8. 6804 is the same as \_\_\_ thousands, \_\_\_ hundreds, \_\_\_ tens, \_\_\_ ones.

Write these numbers:	THOUSANDS	HUNDREDS	TENS	ONES
9. _____	4	6	2	3
10. _____	5	4	1	0
11. _____	3	9	8	7
12. _____	2	0	5	6

13. In the number 4265 circle the number in the tens' place.
14. In the number 2791 circle the number in the hundreds' place.
15. In the number 9780 circle the number in the ones' place.
16. In the number 8464 circle the number in the thousands' place.



## Lesson 5 — WRITING LARGE NUMBERS

In a school supply room there are packages of paper (100 sheets in each package) stacked in rows, 10 packages in a stack. There are \_\_\_\_\_ sheets of paper in each stack.

1. Write by 1000's to 10,000: \_\_\_\_\_

\_\_\_\_\_

2. 25,632 is the same as \_\_\_\_\_ ten thousands, \_\_\_\_\_ thousands, \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, \_\_\_\_\_ ones.

3. 20,420 is the same as \_\_\_\_\_ ten thousands, \_\_\_\_\_ thousands, \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, \_\_\_\_\_ ones.

4. Count by 10,000's to 100,000: 10,000    20,000    \_\_\_\_\_

\_\_\_\_\_

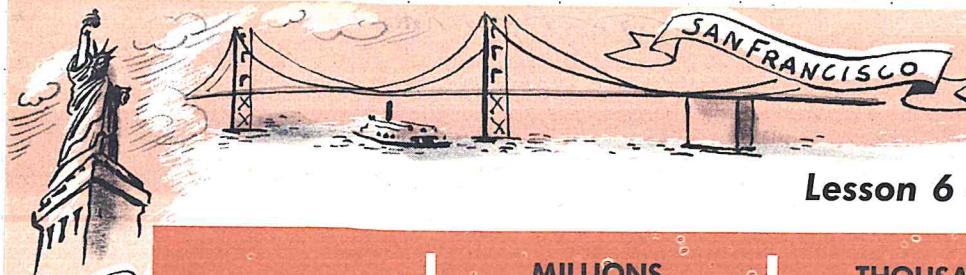
100,000

5. 643,249 is the same as \_\_\_\_\_ hundred thousands, \_\_\_\_\_ ten thousands, \_\_\_\_\_ thousands, \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, \_\_\_\_\_ ones.

6. 903,024 is the same as \_\_\_\_\_ hundred thousands, \_\_\_\_\_ ten thousands, \_\_\_\_\_ thousands, \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, \_\_\_\_\_ ones.

Write these numbers:	Thousands			Hundreds	Tens	Ones
	Hundreds	Tens	Ones			
7. _____	4	7	9	2	3	1
8. _____		6	0	5	9	2
9. _____	9	3	0	7	4	3
10. _____			2	0	8	5

11. In the number 478,493 circle the number in the ten thousands' place.  
 12. In the number 870,497 circle the number in the hundred thousands' place.  
 13. In the number 930,682 circle the number in the thousands' place.



## Lesson 6 – SEVEN-PLACE NUMBERS

	MILLIONS			THOUSANDS			UNITS		
	HUNDREDS	TENS	ONES	HUNDREDS	TENS	ONES	HUNDREDS	TENS	ONES
New York City		7	7	8	1	9	8	4	
Chicago		3	5	5	0	4	0	4	
Los Angeles		2	4	7	9	0	1	5	
Philadelphia		2	0	0	2	5	1	2	

The population of New York City is 7,781,984 (1960 census). The commas separate the figures into groups of units, thousands, and millions. Commas may be omitted in four-place numbers. Beginning at the left, read the numbers in each group, and give the name of the group with the exception of the units group. The population of New York City is read, "7 million, 781 thousand, 984."

1 UNIT

Write the populations of these cities. Place commas in the numbers:

1. Chicago's population is \_\_\_\_\_, and is read, "\_\_\_ million, \_\_\_ thousand, \_\_\_."
2. Los Angeles' population is \_\_\_\_\_, and is read, "\_\_\_ million, \_\_\_ thousand, \_\_\_."
3. Philadelphia's population is \_\_\_\_\_, and is read, "\_\_\_ million, \_\_\_ thousand, \_\_\_."
4. The populations of other large cities of the world are: Tokyo, 9,311,774; Calcutta, 3,132,114; and London, 8,222,340.

Write on the chart the populations of these cities in order of size, beginning with the smallest:

	MILLIONS			THOUSANDS			UNITS		
	HUNDREDS	TENS	ONES	HUNDREDS	TENS	ONES	HUNDREDS	TENS	ONES

5. The value of each figure in the number 9785 is given. Add the values:

$$\begin{array}{ll}
 5 = 5 \text{ ones or} & 5 \\
 8 = 8 \text{ tens or} & 80 \\
 7 = 7 \text{ hundreds or} & 700 \\
 9 = 9 \text{ thousands or} & 9000
 \end{array}$$

Is the sum the same as the number 9785? \_\_\_\_\_

## Lesson 7 — COUNTING AND ADDING

1. Write from 1 to 21 by 2's: 1 \_\_\_\_\_  
\_\_\_\_\_ 21

2. Write from 25 to 75 by 5's: 25 \_\_\_\_\_  
\_\_\_\_\_ 75

3. Write from 320 to 420 by 10's: 320 \_\_\_\_\_  
\_\_\_\_\_ 420

4. Write from 150 to 1050 by 100's: 150 \_\_\_\_\_  
\_\_\_\_\_ 1050

5. Write from 1250 to 9250 by 1000's: 1250 \_\_\_\_\_  
\_\_\_\_\_ 9250

6. Write from 12,640 to 92,640 by 10,000's: 12,640 \_\_\_\_\_  
\_\_\_\_\_ 92,640

7. Add 10 to each of these numbers:  
20 \_\_\_\_\_ 47 \_\_\_\_\_ 58 \_\_\_\_\_ 32 \_\_\_\_\_ 69 \_\_\_\_\_ 76 \_\_\_\_\_

8. Add 100 to each of these numbers:  
200 \_\_\_\_\_ 430 \_\_\_\_\_ 781 \_\_\_\_\_ 545 \_\_\_\_\_ 652 \_\_\_\_\_ 978 \_\_\_\_\_

9. Add 1000 to each of these numbers:  
3000 \_\_\_\_\_ 5200 \_\_\_\_\_ 4120 \_\_\_\_\_  
7865 \_\_\_\_\_ 1759 \_\_\_\_\_ 2159 \_\_\_\_\_

10. Add 10,000 to each of these numbers:  
40,000 \_\_\_\_\_ 63,000 \_\_\_\_\_ 51,301 \_\_\_\_\_  
83,290 \_\_\_\_\_ 78,234 \_\_\_\_\_ 30,254 \_\_\_\_\_

11. Add 100,000 to each of these numbers:  
500,000 \_\_\_\_\_ 770,000 \_\_\_\_\_ 817,000 \_\_\_\_\_  
987,400 \_\_\_\_\_ 432,580 \_\_\_\_\_ 674,932 \_\_\_\_\_

TOP SCORE: 88 MY SCORE: \_\_\_\_\_

UNIT 1



## Lesson 8 — ALL ABOUT TEN

Write the missing numbers:

a

b

c

d

1.  $2 + \underline{\quad} = 10$     $7 + \underline{\quad} = 10$     $4 + \underline{\quad} = 10$     $5 + \underline{\quad} = 10$

2.  $3 + \underline{\quad} = 10$     $6 + \underline{\quad} = 10$     $8 + \underline{\quad} = 10$     $1 + \underline{\quad} = 10$

3.  $10 + \underline{\quad} = 17$     $10 + \underline{\quad} = 12$     $\underline{\quad} + 10 = 18$     $\underline{\quad} + 10 = 19$

4.  $10 + \underline{\quad} = 15$     $10 + \underline{\quad} = 16$     $\underline{\quad} + 10 = 13$     $\underline{\quad} + 10 = 14$

a

b

c

5.  $2 + 3 + \underline{\quad} = 10$     $5 + 3 + \underline{\quad} = 10$     $4 + 5 + \underline{\quad} = 10$

6.  $3 + 4 + \underline{\quad} = 10$     $4 + 2 + \underline{\quad} = 10$     $5 + 2 + \underline{\quad} = 10$

7.  $9 + 6 = 10 + \underline{\quad}$     $9 + 8 = 10 + \underline{\quad}$     $5 + 9 = 10 + \underline{\quad}$

8.  $5 + 7 = 10 + \underline{\quad}$     $3 + 9 = 10 + \underline{\quad}$     $8 + 8 = 10 + \underline{\quad}$

1 UNIT

Write the answers:

a

b

c

d

9.  $10 + 5 = \underline{\quad}$     $10 + 1 = \underline{\quad}$     $10 + 3 = \underline{\quad}$     $10 + 4 = \underline{\quad}$

10.  $10 + 9 = \underline{\quad}$     $10 + 6 = \underline{\quad}$     $10 + 8 = \underline{\quad}$     $10 + 2 = \underline{\quad}$

11.  $10 + 10 = \underline{\quad}$     $30 + 30 = \underline{\quad}$     $10 + 70 = \underline{\quad}$     $80 + 10 = \underline{\quad}$

12.  $20 + 40 = \underline{\quad}$     $50 + 20 = \underline{\quad}$     $20 + 60 = \underline{\quad}$     $40 + 20 = \underline{\quad}$

13.  $40 + 30 = \underline{\quad}$     $60 + 10 = \underline{\quad}$     $50 + 30 = \underline{\quad}$     $10 + 30 = \underline{\quad}$

14.  $14 + 10 = \underline{\quad}$     $43 + 10 = \underline{\quad}$     $71 + 10 = \underline{\quad}$     $26 + 10 = \underline{\quad}$

15.  $35 + 10 = \underline{\quad}$     $66 + 10 = \underline{\quad}$     $89 + 10 = \underline{\quad}$     $48 + 10 = \underline{\quad}$

16.  $27 + 10 = \underline{\quad}$     $58 + 10 = \underline{\quad}$     $90 + 10 = \underline{\quad}$     $53 + 10 = \underline{\quad}$

17. Cross out each problem in which the sum is not 10:

$9 + 1$

$8 + 1$

$6 + 9$

$8 + 7$

$3 + 7$

$6 + 4$

$8 + 6$

$8 + 5$

$9 + 2$

$1 + 9$

$7 + 6$

$5 + 9$

18. Draw a line between the problems that have the same answer:

TOP SCORE: 69   MY SCORE: \_\_\_\_\_

## Lesson 9 — ADDITION FACTS

In an addition problem we call the answer the sum. Write the sums as rapidly as you can:

	a	b	c	d	e	f	g	h	i
1.	3 2	1 6	1 7	1 5	4 2	2 2	5 2	4 4	6 1
2.	2 1	3 3	9 1	1 4	7 7	2 3	1 9	2 4	7 1
3.	3 8	7 2	1 2	3 1	5 4	1 8	4 1	5 5	1 3
4.	8 1	3 4	2 8	4 3	3 5	3 7	6 3	2 5	3 6
5.	4 5	2 7	5 3	9 2	7 5	2 6	4 6	6 5	2 9
6.	6 2	7 3	5 1	7 4	3 9	6 6	1 1	7 6	8 3
7.	8 8	6 4	4 8	9 9	5 7	8 4	9 5	8 2	9 4
8.	5 6	8 6	8 9	4 7	6 8	8 7	5 9	6 9	7 9
9.	8 5	9 7	7 8	9 6	5 8	9 8	9 3	6 7	4 9

UNIT 1

Find the addition facts on page 158 for those you missed. Make self-study cards for the facts you do not know by putting the problem on the front and the sum on the back.

## Lesson 10 — SUBTRACTION FACTS

In a subtraction problem we call the answer the difference. Write the differences as rapidly as you can:

	a	b	c	d	e	f	g	h	i
1.	$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$
2.	$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$
3.	$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$
4.	$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$
5.	$\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$
6.	$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 9 \\ \hline \end{array}$
7.	$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$
8.	$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$
9.	$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$

Find the subtraction facts on page 159 for those you missed. Make self-study cards for the facts you do not know by putting the problem on the front and the difference on the back.

## Lesson 11 — ZERO

### 1. Find the sums. The first problem is worked for you:

a	b	c	d	e	f	g	h	i	j
4	3	8	2	7	5	1	6	9	0
0	0	0	0	0	0	0	0	0	0
4									

Notice that when zero is added to a number, the number is not changed. We can write this fact for any number this way:  $n + 0 = n$ . The letter  $n$  stands for a number.

### 2. Find the sums:

a	b	c	d	e	f	g	h	i
0	0	0	0	0	0	0	0	0
1	5	7	2	6	8	3	9	4

UNIT 1

$0 + n = \underline{\hspace{2cm}}$  Remember that the letter  $n$  stands for any number.

### 3. Find the differences:

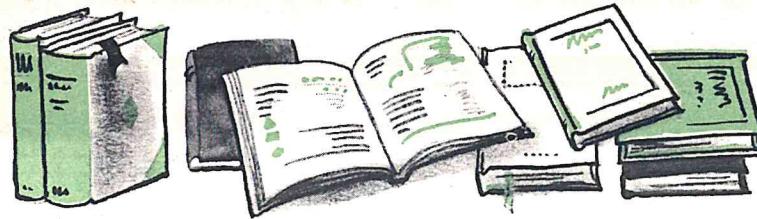
a	b	c	d	e	f	g	h	i	j
1	6	2	0	7	3	8	4	9	5
0	0	0	0	0	0	0	0	0	0

When zero is subtracted from a number, the number is not changed. A way of writing this fact for any number is  $n - 0 = n$ .

### 4. Find the differences:

a	b	c	d	e	f	g	h	i
2	8	4	5	7	3	9	6	1
2	8	4	5	7	3	9	6	1

When a number is subtracted from itself, the difference is zero. A way of writing this fact for any number is  $n - n = 0$ .



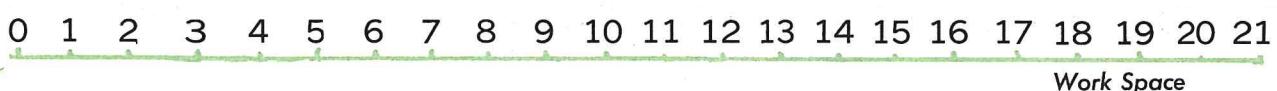
## Lesson 12 – ADDING COLUMNS

1. In Karen's room, there were 8 books on the first book shelf, 9 books on the second shelf, and 4 books on the third shelf. Karen placed all the books on one shelf. How many books were there on the one shelf? \_\_\_\_\_ To find how many books were on the one shelf, add.

$$\begin{array}{r}
 8 \\
 9 \\
 4 \\
 \hline
 21
 \end{array}$$

**Think:**  $8 + 9 = 17$   
**Then think:**  $17 + 4 = 21$

Check the answer on the number line:



Work Space

1 UNIT

2. In Jim's bookcase there were 6 books on the first shelf, 9 books on the second shelf, and 7 books on the third shelf. Jim placed all the books on a table. How many books did he place on the table? \_\_\_\_\_

3. At school Nancy counted the books on the reading tables. There were 12 books on the first table, 15 on the second, and 21 on the third. How many books were on the three tables? \_\_\_\_\_

**12 = 1 ten and 2 ones**

**15 = 1 ten and 5 ones**

**21 = 2 tens and 1 one**

**4 tens and 8 ones, or 48**

Here is a faster way to work the problem.

**12** Add the ones' column:  $2 + 5 + 1 = 8$

**15** Write the 8 in the ones' place.

**21** Add the tens' column:  $1 + 1 + 2 = 4$

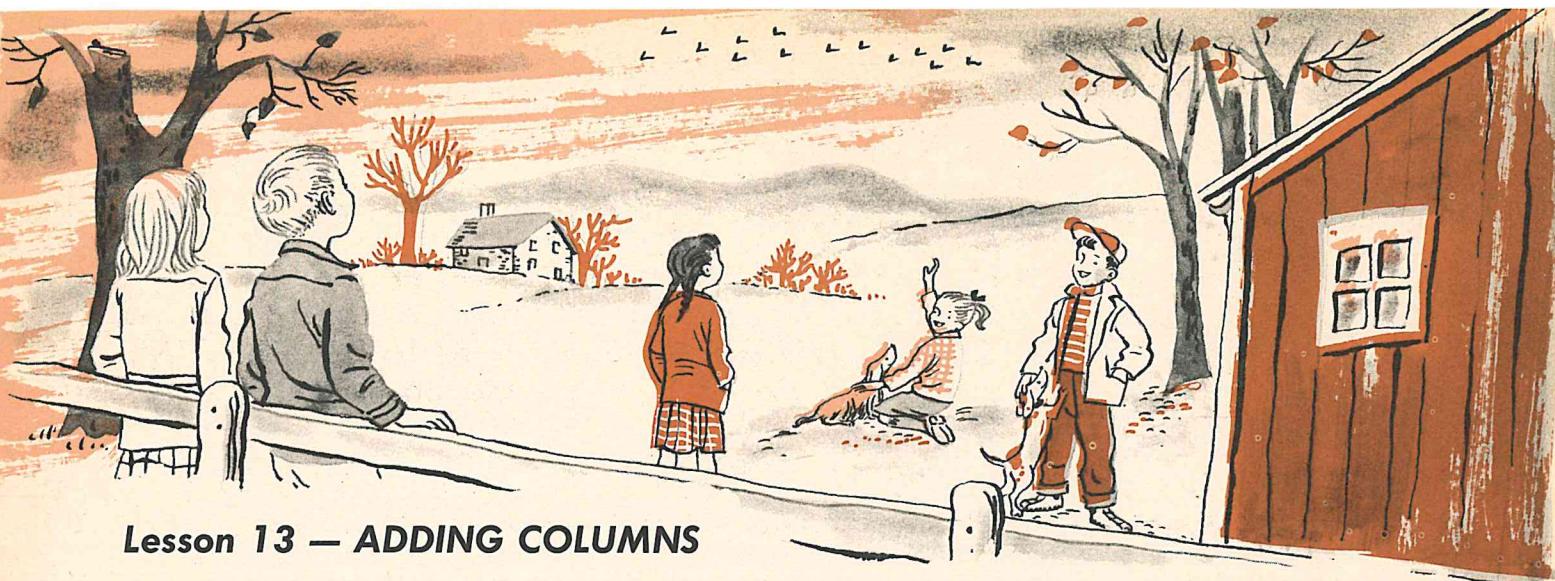
**48** Write the 4 in the tens' place.

4. Don counted the books on his shelves. He counted 23 books on the first shelf, 31 on the second, 14 on the third, and 21 on the fourth. How many books were on the shelves? \_\_\_\_\_

Work Space

**Write the answers:**

a	b	c	d	e	f	g	h	i	j
5. 4	6	7	5	8	6	5	4	7	9
8	9	8	9	8	8	9	9	6	4
9	7	9	8	7	7	9	8	9	8
	<u>  </u>								
6. 24	11	24	10	41	35	21	34	32	43
23	23	31	43	10	12	42	21	52	22
41	<u>43</u>	<u>41</u>	<u>23</u>	<u>21</u>	<u>22</u>	<u>16</u>	<u>43</u>	<u>12</u>	<u>33</u>



## Lesson 13 — ADDING COLUMNS

1. The children counted the kinds of birds they saw fly over their house. One afternoon they saw 9 red birds, 14 black birds, and 12 blue birds. How many birds did they see altogether? \_\_\_\_\_

Begin at the right.

Add:  $9 + 4 + 2 = 15$  ones

15 ones = 1 ten and 5 ones

Add:  $2$  tens +  $1$  ten =  $3$  tens

$9 = 9$  ones

$14 = 1$  ten and  $4$  ones

$12 = 1$  ten and  $2$  ones

$35 = 2$  tens and  $15$  ones

or

$35 = 3$  tens and  $5$  ones

Here is a shorter way to add  $9 + 14 + 12$ .

Think:  $9$  ones +  $4$  ones =  $13$  ones.  $13$  ones +  $2$  ones =  $15$  ones.

$9$        $15$  ones =  $1$  ten and  $5$  ones.

$14$

$12$

$35$

Remember that you have  $1$  more ten to add to the other tens.

$1$  ten +  $1$  ten +  $1$  ten =  $3$  tens

2. On Saturday the children saw 29 robins, 35 sparrows, and 28 wrens. How many birds did they see on Saturday? \_\_\_\_\_

$29 = 2$  tens and  $9$  ones

$35 = 3$  tens and  $5$  ones

$28 = 2$  tens and  $8$  ones

$7$  tens and  $22$  ones

or

$92 = 9$  tens and  $2$  ones

3. Find the sums:

a	b	c	d	e	f	g	h	i
9	39	44	2	45	6	93	65	48
27	29	86	58	96	17	60	71	96
93	43	50	63	20	79	75	85	39

## Lesson 14 — ADDING COLUMNS OF LARGER NUMBERS

1. In the food store, Bob counted 235 boxes of crackers. Nancy counted 206 boxes of breakfast food, and Joan counted 198 boxes of cookies. How many boxes did the children count? \_\_\_\_\_

235 = 2 hundreds, 3 tens, 5 ones

206 = 2 hundreds, 0 tens, 6 ones

198 = 1 hundred, 9 tens, 8 ones

5 hundreds, 12 tens, 19 ones (19 ones = 1 ten, 9 ones. Add 1 ten to the other tens.)

5 hundreds, 13 tens, 9 ones (13 tens = 1 hundred, 3 tens. Add 1 to the hundreds.)

6 hundreds, 3 tens, 9 ones = 639. Write the answer under the problem.

2. Bob also counted 295 boxes of soap flakes, 52 boxes of baking soda, and 168 boxes of salt. Bob added these numbers the short way. How many boxes did Bob count? \_\_\_\_\_

295 Think: 5 ones + 2 ones = 7 ones + 8 more ones = 15 ones.

52 15 ones = 1 ten and 5 ones. (Remember you have 1 more

168 ten to add in the tens' column.)

5 Write the 5 in the ones' place.

295 Think: 1 ten + 9 tens + 5 tens + 6 tens = 21 tens.

52 21 tens = 2 hundreds and 1 ten. (Remember that you have 2

168 more hundreds to add in the hundreds' column.)

15 Write the 1 in the tens' place.

295 Think: 2 hundreds + 2 hundreds + 1 hundred = 5 hundreds.

52 Write the 5 in the hundreds' place.

168

515

3. Find the sum. Check the answer.

Add: 189 Add the ones' column down:  $9 + 3 + 4 = 16$ . Add the ones' column up:

243  $4 + 3 + 9 = \underline{\hspace{2cm}}$ . Do you see that the order you use in adding numbers does not make any difference in the answer?

484 Add down the column to find the sum:  $189 + 243 + 484 = \underline{\hspace{2cm}}$ .

Now add up to check the answer:  $484 + 243 + 189 = \underline{\hspace{2cm}}$ .

Check: If you get the same answer as when you added down, the answer is probably correct. A good plan: Add down. Check up.

4. Find the sums. Check the answers:

a	b	c	d	e	f	g
89	367	579	571	796	64	306
234	49	318	206	75	47	178
<u>584</u>	<u>80</u>	<u>85</u>	<u>75</u>	<u>70</u>	<u>746</u>	<u>234</u>

## Lesson 15 — USING MONEY



penny

1 cent

1¢ \$0.01



nickel

5 cents

5¢ \$.05

5 pennies



dime

10 cents

10¢ \$.10

2 nickels



quarter

25 cents

25¢ \$.25

5 nickels



half dollar

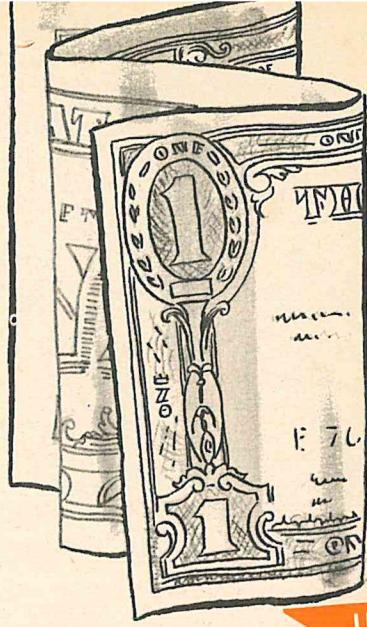
50 cents

50¢ \$.50

2 quarters

5 dimes

10 nickels



one dollar

\$1.00

100 cents

10 dimes

4 quarters

2 half dollars

one dollar

UNIT 1

A point is always put between the dollars and the cents and is read and. 2 dollars and 85 cents is written \$2.85.

1. Write these amounts using the dollar sign and the point:

a. 6 dollars and 47 cents \_\_\_\_\_ b. 5 dollars and 70 cents \_\_\_\_\_  
 a. 10 dollars and 15 cents \_\_\_\_\_

Always have two places for cents. When the number of cents is less than 10, use a zero next to the point. 1 dollar and 6 cents is written \$1.06.

2. Write in figures:

a. 9 dollars and 1 cent \_\_\_\_\_ b. 7 dollars and 9 cents \_\_\_\_\_  
 c. 10 dollars and 2 cents \_\_\_\_\_

3. Draw a line to the one of equal value:

4 nickels and 3 pennies 75¢

2 dimes and 1 nickel 25¢

1 quarter and 1 dime 23¢

1 half-dollar and 1 quarter \$1.00

35¢

6 dimes

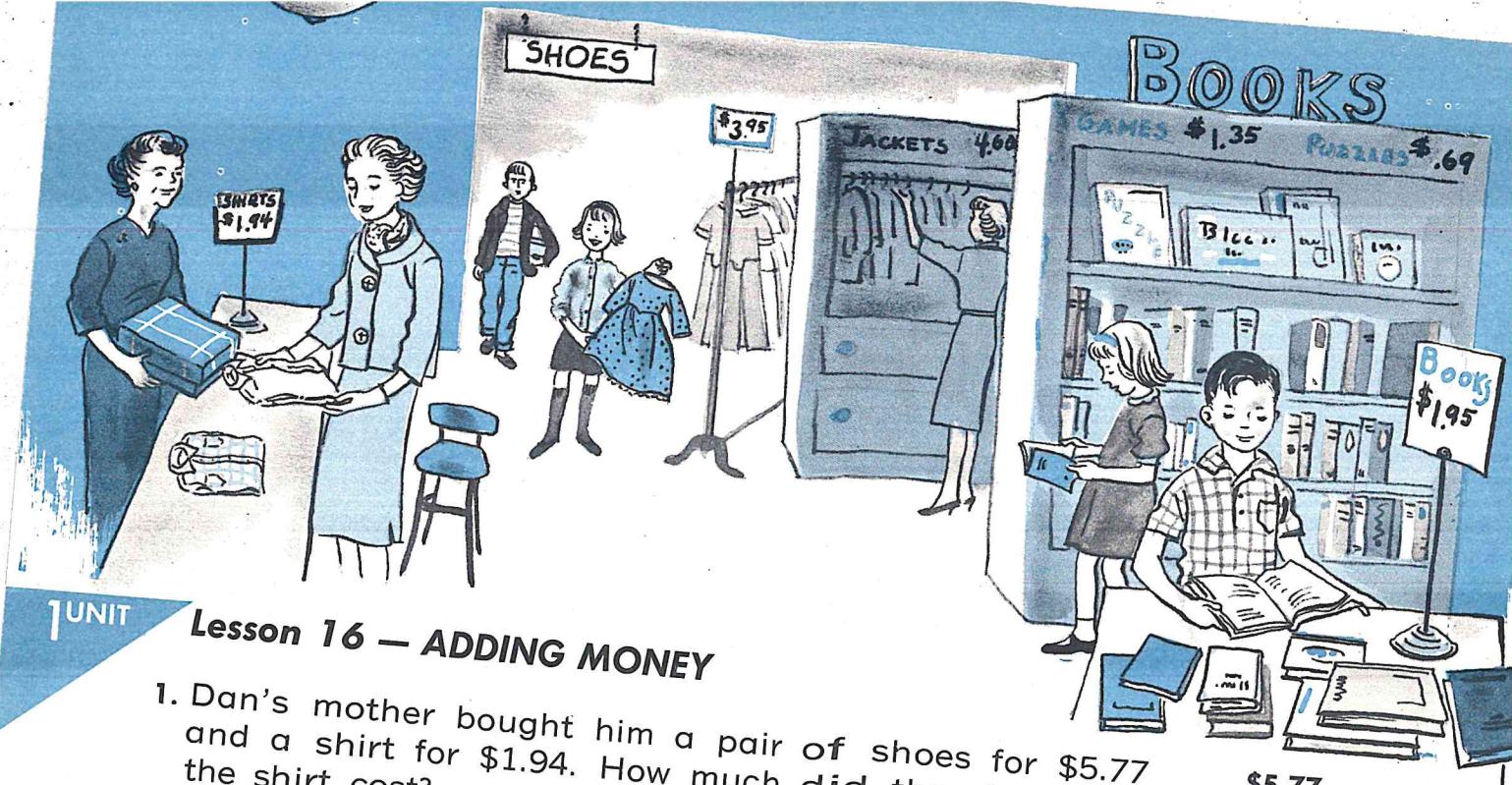
4 quarters

4. How much money?

QUARTERS	DIMES	NICKELS	PENNIES	
	1	1	2	—
1	1			—
1		1		—
	2		5	—
1		2		—

17

TOP SCORE: 11 MY SCORE: \_\_\_\_\_



1 UNIT

**Lesson 16 — ADDING MONEY**

1. Dan's mother bought him a pair of shoes for \$5.77 and a shirt for \$1.94. How much did the shoes and the shirt cost?

$$\begin{array}{r}
 \$5.77 \\
 1.94 \\
 \hline
 \$7.71
 \end{array}$$

Notice that dollars and cents are added the same way other numbers are added. The points must be kept in a straight line. A point and a dollar sign must be placed in the answer.

2. Sue's new dress cost \$3.95, her hair bow cost \$.52, and her jacket cost \$4.68. How much did Sue's clothes cost?

$$\begin{array}{r}
 \$3.95 \\
 .52 \\
 \hline
 4.68
 \end{array}$$

3. In the toy department Dan bought a book for \$1.95, a puzzle for \$.69, and a game for \$1.35. How much did Dan spend?

Work Space

*Find the sums. Check your answers:*

a  

$$\begin{array}{r}
 \$2.98 \\
 1.78 \\
 \hline
 \end{array}$$

b  

$$\begin{array}{r}
 \$1.42 \\
 3.68 \\
 \hline
 \end{array}$$

c  

$$\begin{array}{r}
 \$5.68 \\
 1.97 \\
 \hline
 \end{array}$$

d  

$$\begin{array}{r}
 \$2.47 \\
 4.27 \\
 \hline
 \end{array}$$

e  

$$\begin{array}{r}
 \$2.45 \\
 6.19 \\
 \hline
 \end{array}$$

f  

$$\begin{array}{r}
 \$2.75 \\
 1.99 \\
 \hline
 \end{array}$$

5. \$6.58  

$$\begin{array}{r}
 8.49 \\
 7.37 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \$2.35 \\
 4.95 \\
 5.76 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \$6.59 \\
 2.68 \\
 8.54 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \$7.57 \\
 7.54 \\
 1.76 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \$7.28 \\
 9.44 \\
 1.82 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \$8.19 \\
 9.32 \\
 7.65 \\
 \hline
 \end{array}$$

6. \$.89  

$$\begin{array}{r}
 2.43 \\
 5.84 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \$3.67 \\
 .43 \\
 .80 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \$5.79 \\
 3.18 \\
 .85 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \$5.71 \\
 2.16 \\
 .75 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \$7.46 \\
 .75 \\
 .70 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \$ .64 \\
 .47 \\
 7.46 \\
 \hline
 \end{array}$$

## Lesson 17 — CHECKING SUBTRACTION

1. There were 61 children at the fourth-grade picnic. While the others watched, 35 of the children ran a race. How many of the children watched the race? \_\_\_\_\_

You cannot take 5 ones from 1 one. Take one ten from the 6 tens and change it to 10 ones.  $6 \text{ tens} - 1 \text{ ten} = 5 \text{ tens}$ .  $10 \text{ ones} + 1 \text{ one} = 11 \text{ ones}$ .

**Subtract:**  $11 \text{ ones} - 5 \text{ ones} = 6 \text{ ones}$ .

**Write the 6 in the ones' place.**

**Subtract:**  $5 \text{ tens} - 3 \text{ tens} = 2 \text{ tens}$ .

**Write the 2 in the tens' place.**

$$\begin{array}{r} 61 = 6 \text{ tens } 1 \text{ one} \\ 35 = 3 \text{ tens } 5 \text{ ones} \end{array}$$

$$61 = 5 \text{ tens } 11 \text{ ones}$$

$$35 = 3 \text{ tens } 5 \text{ ones}$$

$$2 \text{ tens } 6 \text{ ones} = 26$$



UNIT 1

2. Of the 35 children running the race, only 17 finished in less than one minute. How many children did not finish in less than one minute? \_\_\_\_\_

$$\begin{array}{r} 35 \\ -17 \\ \hline 18 \end{array}$$

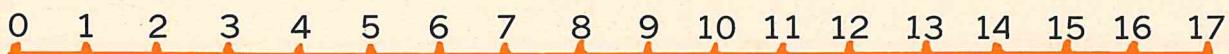
Since you cannot take 7 ones from 5 ones, change 1 of the tens to 10 ones. **Add:**  $10 + 5 = 15$ . **Subtract:**  $15 - 7 = 8$ .

**Write 8 in the ones' place.**

Since 1 of the 3 tens was changed to ones, subtract  $3 - 1 = 2$ .  $2 \text{ tens} - 1 \text{ ten} = 1 \text{ ten}$ .

**Write 1 in the tens' place.**

To check the answer in subtraction, add the two smallest numbers. If the answer is correct, the sum will be the same as the largest number. Can you see from the number line why this is so?



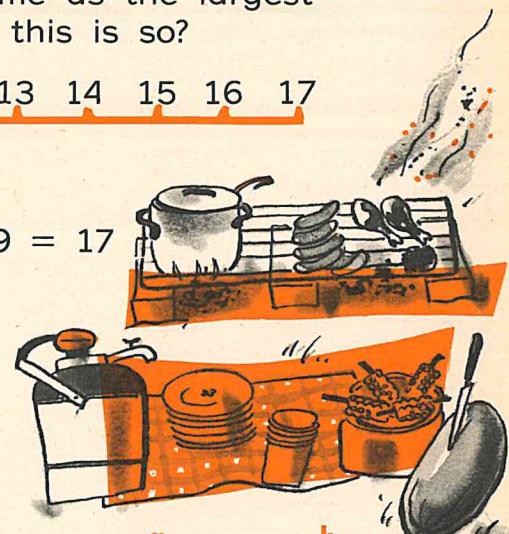
**Check your answer:**

$$\text{Subtract: } 17 - 8 = 9$$

$$\begin{array}{r} 17 \\ -8 \\ \hline 9 \end{array}$$

$$\text{Check: } 8 + 9 = 17$$

$$\begin{array}{r} 8 \\ +9 \\ \hline 17 \end{array}$$



3. Find the differences. Check your answers:

$$\begin{array}{r} a \\ 87 \\ -29 \\ \hline \end{array}$$

$$\begin{array}{r} b \\ 95 \\ -37 \\ \hline \end{array}$$

$$\begin{array}{r} c \\ 77 \\ -68 \\ \hline \end{array}$$

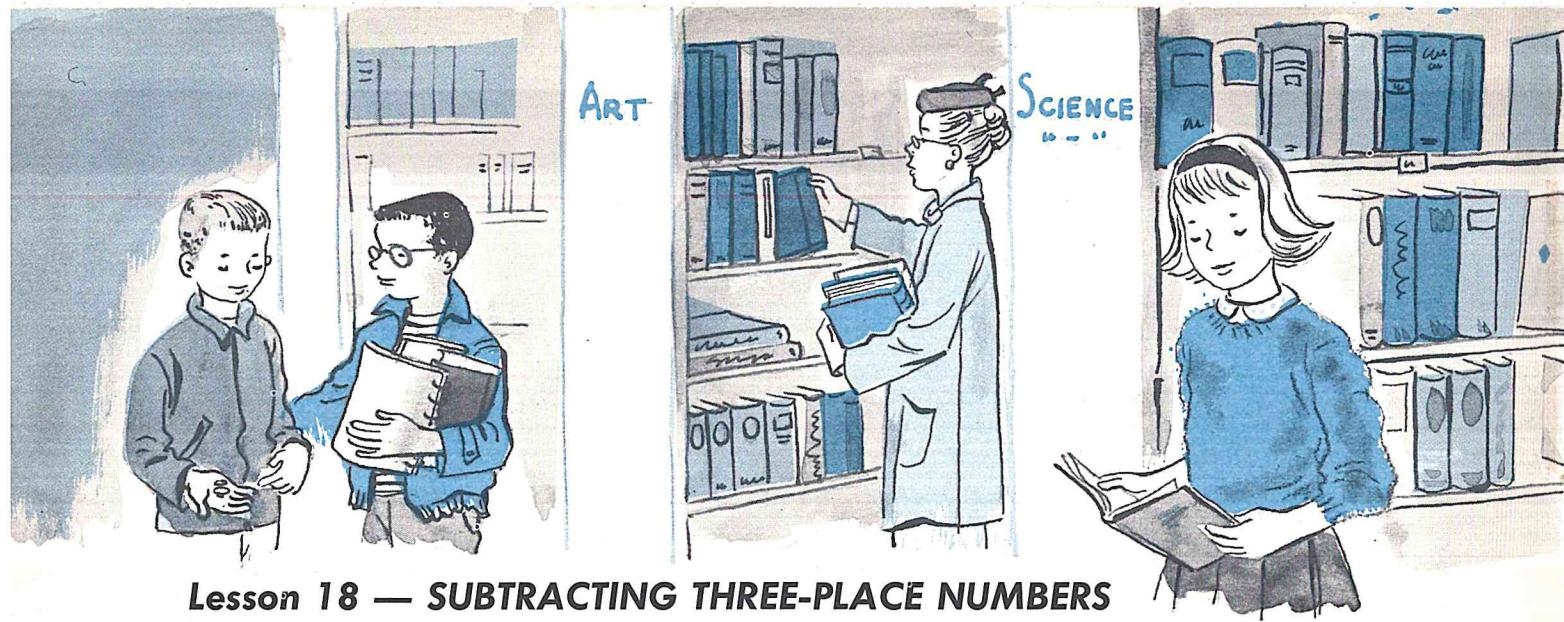
$$\begin{array}{r} d \\ 94 \\ -28 \\ \hline \end{array}$$

$$\begin{array}{r} e \\ 46 \\ -12 \\ \hline \end{array}$$

$$\begin{array}{r} f \\ 96 \\ -59 \\ \hline \end{array}$$

$$\begin{array}{r} g \\ 74 \\ -25 \\ \hline \end{array}$$

$$\begin{array}{r} h \\ 85 \\ -38 \\ \hline \end{array}$$



## Lesson 18 — SUBTRACTING THREE-PLACE NUMBERS

1 UNIT

1. In a bookstore Ann counted 324 story books and 175 science books. How many more story books than science books did she count?

324 = 3 hundreds, 2 tens, 4 ones

175 = 1 hundred, 7 tens, 5 ones

Begin at the right. You cannot take 5 ones from 4 ones.

Change one of the 2 tens to 10 ones.  $10 \text{ ones} + 4 \text{ ones} = 14 \text{ ones}$ .  
 $2 \text{ tens} - 1 \text{ ten} = 1 \text{ ten}$ .

324 = 3 hundreds, 1 ten, 14 ones

175 = 1 hundred, 7 tens, 5 ones

**Subtract:**

$14 \text{ ones} - 5 \text{ ones} = 9 \text{ ones}$ .

**Write the 9 in the ones' place.**

You cannot take 7 tens from 1 ten. Change 1 of the hundreds to 10 tens.  
 $10 \text{ tens} + 1 \text{ ten} = 11 \text{ tens}$ .  $3 \text{ hundreds} - 1 \text{ hundred} = 2 \text{ hundreds}$ .

**Subtract:**

$11 \text{ tens} - 7 \text{ tens} = 4 \text{ tens}$ .

**Write the 4 in the tens' place.**

$2 \text{ hundreds} - 1 \text{ hundred} = 1 \text{ hundred}$ .

**Write the 1 in the hundreds' place.**

2. During the week 259 story books were sold. How many were left in the store?

Work Space

You will have to use information from problem 1 in order to solve this problem.

**Subtract and check the answers:**

a	b	c	d	e
3. <u>833</u>	517	818	651	376
597	<u>348</u>	<u>569</u>	<u>465</u>	<u>197</u>
4. <u>925</u>	452	384	623	514
<u>257</u>	<u>278</u>	<u>198</u>	<u>256</u>	<u>148</u>



## Lesson 19 — SUBTRACTING MONEY

1. John had \$4.25. He paid \$2.59 for books. How much money did he have left? \_\_\_\_\_

To find how much money John had left, subtract \$2.59 from \$4.25. Dollars and cents are subtracted the same way other numbers are subtracted. The points must be kept in a straight line. A dollar sign and a point must be placed in the answer.

2. Dee had \$3.15. She spent \$1.77 for a book. How much money did she have left? \_\_\_\_\_

Work Space

$$\begin{array}{r} \$3.65 \\ - .70 \\ \hline \end{array}$$

3. Bill had \$3.65. He bought a book for \$.70. How much money did he have left? \_\_\_\_\_

4. Sue had \$5.20. She bought books for \$3.85. How much money did she have left? \_\_\_\_\_

Work Space

5. Don had \$2.25 to buy books. He spent \$.85. How much money did Don have left? \_\_\_\_\_

Find the differences. Check your answers:

a  
6.  $\begin{array}{r} \$8.33 \\ - 5.97 \\ \hline \end{array}$

b  
7.  $\begin{array}{r} \$5.17 \\ - 3.50 \\ \hline \end{array}$

c  
8.  $\begin{array}{r} \$6.51 \\ - 4.65 \\ \hline \end{array}$

d  
9.  $\begin{array}{r} \$7.14 \\ - 2.98 \\ \hline \end{array}$

e  
10.  $\begin{array}{r} \$5.24 \\ - 2.16 \\ \hline \end{array}$

11.  $\begin{array}{r} \$3.41 \\ - .98 \\ \hline \end{array}$

12.  $\begin{array}{r} \$5.13 \\ - .30 \\ \hline \end{array}$

13.  $\begin{array}{r} \$1.75 \\ - .96 \\ \hline \end{array}$

14.  $\begin{array}{r} \$9.34 \\ - .84 \\ \hline \end{array}$

15.  $\begin{array}{r} \$3.17 \\ - 1.89 \\ \hline \end{array}$

16.  $\begin{array}{r} \$6.45 \\ - 3.79 \\ \hline \end{array}$

17.  $\begin{array}{r} \$3.62 \\ - 1.95 \\ \hline \end{array}$

18.  $\begin{array}{r} \$2.26 \\ - .38 \\ \hline \end{array}$

19.  $\begin{array}{r} \$4.45 \\ - .98 \\ \hline \end{array}$

UNIT 1

TOP SCORE: 35 MY SCORE: \_\_\_\_\_

## Lesson 20 – SUBTRACTING THREE-PLACE NUMBERS



1. Chris helped his uncle with the cattle. In the east and the west ranges there were 309 head of cattle. In the west range there were 162 head of cattle. How many cattle were in the east?

309 = 3 hundreds, 0 tens, 9 ones

162 = 1 hundred, 6 tens, 2 ones

7 ones

Subtract: 9 ones - 2 ones = 7 ones.

Write the 7 in the ones' place.

Now subtract the tens. 6 tens cannot be subtracted from 0 tens. Change one of the hundreds to 10 tens. 0 tens + 10 tens = 10 tens. 3 hundreds - 1 hundred = 2 hundreds. Subtract:

309 = 2 hundreds, 10 tens, 9 ones

162 = 1 hundred, 6 tens, 2 ones

147 = 1 hundred, 4 tens, 7 ones

10 tens - 6 tens = 4 tens.

Write the 4 in the tens' place.

2 hundreds - 1 hundred = 1 hundred.

Write the 1 in the hundreds' place.

2. At a cattle sale, 402 cattle were sold in the morning and 267 in the afternoon. How many more cattle were sold in the morning than in the afternoon?

402 = 4 hundreds, 0 tens, 2 ones

267 = 2 hundreds, 6 tens, 7 ones

You cannot take 7 ones from 2 ones, but there are no tens to change into ones.

First change one of the 4 hundreds to 10 tens.  
10 tens + 0 tens = 10 tens.

4 hundreds - 1 hundred = 3 hundreds.

Now change one of the 10 tens to 10 ones.

10 ones + 2 ones = 12 ones.

10 tens - 1 ten = 9 tens.

402 = 3 hundreds, 10 tens, 2 ones

12 ones - 7 ones = 5 ones.

Write the 5 in the ones' place.

9 tens - 6 tens = 3 tens.

Write the 3 in the tens' place.

3 hundreds - 2 hundreds = 1 hundred.

Write the 1 in the hundreds' place.

Find the differences:

a

b

c

d

e

f

g

$$3. \begin{array}{r} 905 \\ - 423 \\ \hline \end{array}$$

$$752 \\ - 503 \\ \hline$$

$$771 \\ - 504 \\ \hline$$

$$890 \\ - 304 \\ \hline$$

$$374 \\ - 192 \\ \hline$$

$$892 \\ - 293 \\ \hline$$

$$473 \\ - 179 \\ \hline$$

$$4. \begin{array}{r} 904 \\ - 239 \\ \hline \end{array}$$

$$504 \\ - 236 \\ \hline$$

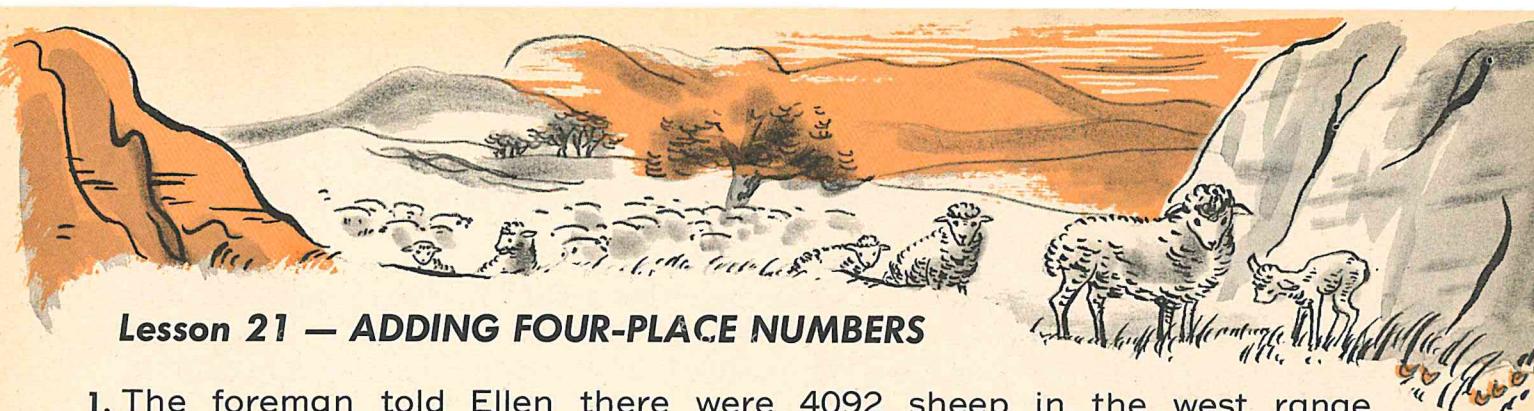
$$427 \\ - 108 \\ \hline$$

$$606 \\ - 478 \\ \hline$$

$$502 \\ - 339 \\ \hline$$

$$603 \\ - 419 \\ \hline$$

$$982 \\ - 796 \\ \hline$$



## Lesson 21 — ADDING FOUR-PLACE NUMBERS

1. The foreman told Ellen there were 4092 sheep in the west range and 3309 on the east side. How many sheep were there on both ranges? \_\_\_\_\_

4092 = 4 thousands, 0 hundreds, 9 tens, and 2 ones

3309 = 3 thousands, 3 hundreds, 0 tens, and 9 ones

Begin at the right:

7 thousands, 3 hundreds, 9 tens, and 11 ones

11 ones = 1 ten, 1 one

7 thousands, 3 hundreds, 10 tens, and 1 one

10 tens = 1 hundred, 0 tens

7 thousands, 4 hundreds, 0 tens, and 1 one = 7401

Write the answer under  
the problem.

UNIT 1

2. Uncle Ned said 3004 sheep were sheared last year and 5129 the year before. How many were sheared in these two years? \_\_\_\_\_

Work Space

3. This year a total of 1979 lambs have been taken to market. Last year the total was 3098. What was the total for the two years? \_\_\_\_\_

Find the sums:

	a	b	c	d	e	f
4.	4625	6790	7308	1925	2356	3749
	<u>2859</u>	<u>2479</u>	<u>1907</u>	<u>3576</u>	<u>4849</u>	<u>5651</u>
5.	1732	2084	4163	3051	6970	5849
	<u>5538</u>	<u>4963</u>	<u>3094</u>	<u>6009</u>	<u>2360</u>	<u>1055</u>
6.	18045	59606	30907	40818	23700	40725
	<u>17487</u>	<u>38396</u>	<u>62058</u>	<u>51749</u>	<u>40630</u>	<u>29512</u>

Find the sums. Write only the answers:

a	b	c
7. $4000 + 3000 =$ _____	$1985 + 1001 =$ _____	$2603 + 1020 =$ _____
8. $3980 + 5000 =$ _____	$2000 + 1700 =$ _____	$6050 + 1239 =$ _____
9. $5600 + 2040 =$ _____	$5006 + 1100 =$ _____	$4758 + 4000 =$ _____



## Lesson 22 — SUBTRACTING FOUR-PLACE NUMBERS

1. Don kept a record of the miles his father drove the new car. At the end of the first month the record showed 2379 miles, and at the end of the second month the mileage was 4002. How many miles was the car driven the second month? \_\_\_\_\_ The answer is  $4002 - 2379$ .

$4002 = 4$  thousands, 0 hundreds, 0 tens, 2 ones Begin at the right. You cannot  
 $2379 = 2$  thousands, 3 hundreds, 7 tens, 9 ones subtract 9 ones from 2 ones.

There are no tens to change into ones. There are no hundreds to change into tens. Change one of the 4 thousands to 10 hundreds.  
 $4 - 1 = 3$  thousands.

1 UNIT

$4002 = 3$  thousands, 10 hundreds, 0 tens, 2 ones Change 1 of the 10 hundreds to 10 tens.  
 or

$4002 = 3$  thousands, 9 hundreds, 10 tens, 2 ones  $10 - 1 = 9$  hundreds.

Now change one of the 10 tens to 10 ones.  $10 - 1 = 9$  tens.  
 $10 + 2 = 12$  ones

**Subtract:**  $4002 = 3$  thousands, 9 hundreds, 9 tens, 12 ones

$2379 = 2$  thousands, 3 hundreds, 7 tens, 9 ones

**$1623 = 1$  thousand, 6 hundreds, 2 tens, 3 ones**

Work Space

2. Jack saw a transport truck carrying two new trucks. The total weight of the new trucks was 7050 pounds. One of the trucks weighed 3575 pounds. Find the weight of the other truck. \_\_\_\_\_

**Subtract:**

**a**

**b**

**c**

**d**

**e**

3.  $\begin{array}{r} 6092 \\ - 2368 \\ \hline \end{array}$        $\begin{array}{r} 4702 \\ - 1389 \\ \hline \end{array}$        $\begin{array}{r} 5800 \\ - 1970 \\ \hline \end{array}$        $\begin{array}{r} 6907 \\ - 4328 \\ \hline \end{array}$        $\begin{array}{r} 8003 \\ - 5892 \\ \hline \end{array}$

4.  $\begin{array}{r} 8439 \\ - 3844 \\ \hline \end{array}$        $\begin{array}{r} 7483 \\ - 4790 \\ \hline \end{array}$        $\begin{array}{r} 9546 \\ - 3257 \\ \hline \end{array}$        $\begin{array}{r} 3784 \\ - 1926 \\ \hline \end{array}$        $\begin{array}{r} 9643 \\ - 5892 \\ \hline \end{array}$

5.  $\begin{array}{r} 47213 \\ - 29140 \\ \hline \end{array}$        $\begin{array}{r} 85962 \\ - 37394 \\ \hline \end{array}$        $\begin{array}{r} 63481 \\ - 47591 \\ \hline \end{array}$        $\begin{array}{r} 70624 \\ - 29376 \\ \hline \end{array}$        $\begin{array}{r} 93264 \\ - 21904 \\ \hline \end{array}$

**Subtract:**

**a**

**b**

**c**

6.  $7000 - 3000 =$  \_\_\_\_\_       $3400 - 2400 =$  \_\_\_\_\_       $5009 - 3009 =$  \_\_\_\_\_

7.  $2900 - 1000 =$  \_\_\_\_\_       $4978 - 1000 =$  \_\_\_\_\_       $6009 - 4000 =$  \_\_\_\_\_

8.  $3860 - 2000 =$  \_\_\_\_\_       $6973 - 4000 =$  \_\_\_\_\_       $7050 - 3000 =$  \_\_\_\_\_

## Lesson 23 — PRACTICE

Find the sums:

a	b	c	d	e	f	g	h	i	j
1. 45	38	97	45	42	58	45	97	59	43
33	87	78	85	33	49	38	79	86	58
<u>67</u>	<u>68</u>	<u>65</u>	<u>58</u>	<u>66</u>	<u>43</u>	<u>65</u>	<u>33</u>	<u>33</u>	<u>85</u>

a	b	c	d	e	f	g	h
2. 578	603	641	869	815	498	488	175
197	826	675	505	610	934	384	744
<u>325</u>	<u>576</u>	<u>154</u>	<u>925</u>	<u>345</u>	<u>256</u>	<u>302</u>	<u>134</u>

UNIT 1

3. 5729	7816	6026	6008	3146	2056	2096	7816
<u>1548</u>	<u>2075</u>	<u>2954</u>	<u>3480</u>	<u>9026</u>	<u>2641</u>	<u>3006</u>	<u>1548</u>

Find the differences:

a	b	c	d	e	f	g	h	i	j
4. 87	90	94	80	68	95	80	70	89	56
<u>19</u>	<u>88</u>	<u>30</u>	<u>43</u>	<u>39</u>	<u>40</u>	<u>79</u>	<u>45</u>	<u>67</u>	<u>29</u>

a	b	c	d	e	f	g	h
5. 755	623	800	956	853	907	538	600
<u>298</u>	<u>175</u>	<u>237</u>	<u>309</u>	<u>406</u>	<u>395</u>	<u>246</u>	<u>428</u>

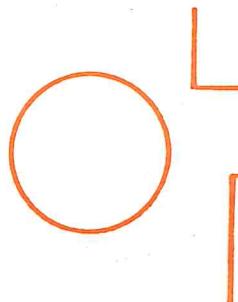
6. 7734	4035	5000	7050	8825	5046	6000	7060
<u>3080</u>	<u>2706</u>	<u>2174</u>	<u>2202</u>	<u>2060</u>	<u>2807</u>	<u>3149</u>	<u>4404</u>

Write the missing numbers:

a	b	c
7. $2 + \underline{\quad} = 11$	$2 + 3 + \underline{\quad} = 10$	$3 + 4 + \underline{\quad} = 10$
8. $\underline{\quad} + 5 = 12$	$5 + 3 + \underline{\quad} = 10$	$2 + 6 + \underline{\quad} = 10$
9. $9 + 3 = \underline{\quad}$	$7 + 8 = \underline{\quad}$	$4 + 2 + \underline{\quad} = 10$
10. $9 + \underline{\quad} = 14$	$\underline{\quad} + 6 = 11$	$2 + 7 + \underline{\quad} = 10$

## Lesson 24 — REVIEW

1. Draw a line from each picture to the correct name:



circle

square

right angle

4. Draw a ring around each 3. Then draw a line to its value:

1413 millions

6321 ten thousands

3,940,625 thousands

236,187 ones

3451 hundreds

1 UNIT

2. Jane saw 24 black birds and 16 blue birds. How many birds did she see? \_\_\_\_\_

Work Space

5. Bob had \$2.15. How much did he have left after he spent \$.36 for rides? \_\_\_\_\_

Work Space

3. Ned saw 27 boats on the lake. 9 of the boats came to shore. How many were left on the lake? \_\_\_\_\_

6. There were 18 boys and 9 girls playing games in the park. How many boys and girls were playing? \_\_\_\_\_

7. Add 100 to each of these numbers:

136 \_\_\_\_\_ 342 \_\_\_\_\_ 597 \_\_\_\_\_ 704 \_\_\_\_\_ 460 \_\_\_\_\_ 201 \_\_\_\_\_

Write the missing numbers:

$$8. 4 + 1 + \text{a} = 10 \quad 7 + 5 + \text{b} = \underline{\quad} \quad 9 + 6 + \text{c} = \underline{\quad} \quad 13 - 5 = \underline{\quad}$$

$$9. 2 + 5 + \underline{\quad} = 10 \quad 9 + 6 + 10 = \underline{\quad} \quad \underline{\quad} + 7 = 13 \quad \underline{\quad} - 6 = 9$$

$$10. 3 + 6 + \underline{\quad} = 10 \quad 8 + 9 + 10 = \underline{\quad} \quad 4 + \underline{\quad} = 11 \quad 11 - \underline{\quad} = 5$$

11. Find the sums. Check your answers:

a

26

31

18

b

49

10

35

c

175

236

427

d

\$5.31

1.87

2.04

e

4903

5787

12. Find the differences. Check your answers:

902

7805

\$6.50

\$2.34

4304

358

4918

3.65

.85

2473

## Lesson 25 — TEST YOURSELF

1. Draw a ring around each 5. Then draw a line to its value:

1457	millions
5823	hundred thousands
256,820	ten thousands
5,642,287	tens
563,203	thousands

5. Draw a line from each picture to the correct name:

oval



right triangle



rectangle



2. Bob spent \$2.83 during a month, and Jane spent \$3.25. How much did they spend altogether? \_\_\_\_\_

Work Space

3. Tom had 302 marbles and Dick had 273 marbles. How many more marbles did Tom have than Dick? \_\_\_\_\_

4. The children paid \$2.97 to ride the merry-go-round, \$1.53 to ride the ferris wheel, and \$2.25 to ride the little train. How much did they spend? \_\_\_\_\_

Work Space

6. There were 20 children riding on the ponies. If 6 of them got off, how many were still riding? \_\_\_\_\_

Work Space

7. There were 27 children at a birthday party. 19 went home early. How many were left? \_\_\_\_\_

8. Attendance at a theater was 353 one day, 407 another, and 229 a third day. What was the total attendance for the three days? \_\_\_\_\_

UNIT 1

9. Find the sums. Check your answers:

a	b
47	165
30	247
98	328

c
406
290
879

d
\$5.82
1.30
2.09

e
6823
2097

10. Find the differences. Check your answers:

92	905	\$6.47	7627	9023
27	628	2.88	1738	3908

## Lesson 1 — FASTER WAYS OF ADDING AND SUBTRACTING

1. Add 8 to each number. Write the sums only:

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>
8	6	2	4	1	5	3	7	9
—	—	—	—	—	—	—	—	—

2. Subtract 7 from each number. Write only the differences:

11	15	8	10	13	9	16	14	12
—	—	—	—	—	—	—	—	—

Subtract. Write only the answers. The first two are done for you:

50	—	12	=	—	Think: 50 — 10 — 2	40	—	24	=	—	Think: 40 — 20 — 4
					50 — 10 = 40						40 — 20 = 20
					40 — 2 = 38						20 — 4 = 16

2 UNIT

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>																	
3. 50	—	16	=	—	70	—	36	=	—	60	—	22	=	—	80	—	28	=	—	
4.	40	—	16	=	—	80	—	47	=	—	90	—	63	=	—	50	—	21	=	—

Add. Write only the answers. The first two are done for you:

27	+	9	=	—	Think: 27 + 10 — 1	55	+	12	=	—	Think: 55 + 10 + 2
					27 + 10 = 37						55 + 10 = 65
					37 — 1 = 36						65 + 2 = 67

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>																	
5.	28	+	11	=	—	83	+	15	=	—	76	+	12	=	—	47	+	12	=	—
6.	43	+	14	=	—	34	+	12	=	—	65	+	14	=	—	74	+	13	=	—

When adding, the symbols ( ), called parentheses, may be used to help group numbers.

Add the numbers in the parentheses first:

(6 + 3) + 5 =	—	Think: 9 + 5 = 14	or	Think: 6 + 8 = 14
6 + (3 + 5) =	—			

<b>a</b>	<b>b</b>	<b>c</b>			
7. (9 + 5) + 4 =	—	(8 + 4) + 3 =	—	(5 + 3) + 6 =	—
8. 9 + (5 + 4) =	—	8 + (4 + 3) =	—	5 + (3 + 6) =	—

When adding, the grouping of numbers in different ways does not change the sum.

## Lesson 2 — MULTIPLYING BY TWO

There is another way to add. That is by multiplying. The multiplication sign is written  $\times$ . It is read either **times** or **multiplied by**.

**Write the answers:**

a 

1. Two 1's are \_\_\_\_

$$\begin{array}{r} 1 + 1 = \underline{\quad} \\ 2 \times 1 = \underline{\quad} \end{array} \quad \begin{array}{r} 1 \quad 2 \\ \times 2 \quad \times 1 \\ \hline 2 \end{array}$$

b 

Two 4's are \_\_\_\_

$$\begin{array}{r} 4 + 4 = \underline{\quad} \\ 2 \times 4 = \underline{\quad} \end{array} \quad \begin{array}{r} 4 \quad 2 \\ \times 2 \quad \times 4 \\ \hline 8 \end{array}$$

$$4 \times 2 = \underline{\quad}$$

c 

Two 7's are \_\_\_\_

$$\begin{array}{r} 7 + 7 = \underline{\quad} \\ 2 \times 7 = \underline{\quad} \end{array} \quad \begin{array}{r} 7 \quad 2 \\ \times 2 \quad \times 7 \\ \hline 14 \end{array}$$

$$7 \times 2 = \underline{\quad}$$







2. Two 2's are \_\_\_\_

$$\begin{array}{r} 2 + 2 = \underline{\quad} \\ 2 \times 2 = \underline{\quad} \end{array} \quad \begin{array}{r} 2 \\ \times 2 \\ \hline 4 \end{array}$$

Two 5's are \_\_\_\_

$$\begin{array}{r} 5 + 5 = \underline{\quad} \\ 2 \times 5 = \underline{\quad} \end{array} \quad \begin{array}{r} 5 \quad 2 \\ \times 2 \quad \times 5 \\ \hline 10 \end{array}$$

Two 8's are \_\_\_\_

$$\begin{array}{r} 8 + 8 = \underline{\quad} \\ 2 \times 8 = \underline{\quad} \end{array} \quad \begin{array}{r} 8 \quad 2 \\ \times 2 \quad \times 8 \\ \hline 16 \end{array}$$

$$8 \times 2 = \underline{\quad}$$

UNIT 2







3. Two 3's are \_\_\_\_

$$\begin{array}{r} 3 + 3 = \underline{\quad} \\ 2 \times 3 = \underline{\quad} \end{array} \quad \begin{array}{r} 3 \quad 2 \\ \times 2 \quad \times 3 \\ \hline 6 \end{array}$$

Two 6's are \_\_\_\_

$$\begin{array}{r} 6 + 6 = \underline{\quad} \\ 2 \times 6 = \underline{\quad} \end{array} \quad \begin{array}{r} 6 \quad 2 \\ \times 2 \quad \times 6 \\ \hline 12 \end{array}$$

Two 9's are \_\_\_\_

$$\begin{array}{r} 9 + 9 = \underline{\quad} \\ 2 \times 9 = \underline{\quad} \end{array} \quad \begin{array}{r} 9 \quad 2 \\ \times 2 \quad \times 9 \\ \hline 18 \end{array}$$

$$9 \times 2 = \underline{\quad}$$

4. This number line shows that  $2 \times 4$  is the same as  $4 \times 2$ :



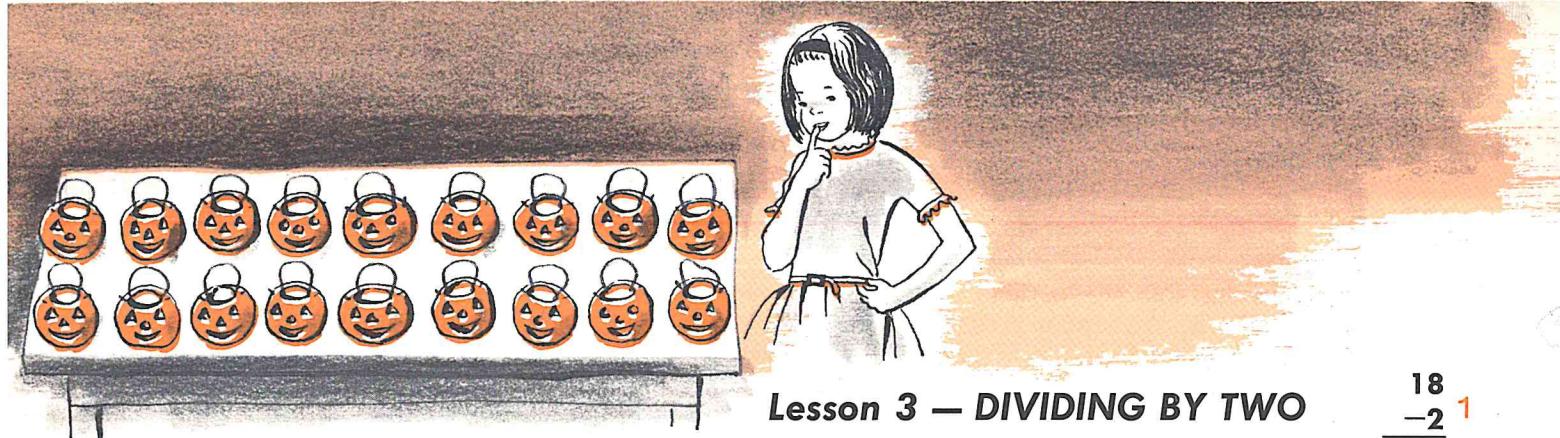
On this number line show that  $2 \times 3$  is the same as  $3 \times 2$ :



**Write the missing numbers:**

5. a  $2 \times 7 = 7 \times \underline{\quad}$       b  $2 \times 8 = 8 \times \underline{\quad}$       c  $2 \times 9 = 9 \times \underline{\quad}$   
 6.  $2 \times 5 = 5 \times \underline{\quad}$        $2 \times 6 = 6 \times \underline{\quad}$        $2 \times 1 = 1 \times \underline{\quad}$

If you do not already know the multiplication facts for any number, study them on page 160. The answer in multiplication is called the **product**.



## Lesson 3 — DIVIDING BY TWO

1. Mae had 18 jack-o'-lanterns to decorate tables for a Halloween party. She put 2 on each table. To find how many tables she decorated, draw a line around each group of 2 in the picture. This is dividing 18 into groups of 2 or dividing 18 by 2. How many 2's are in 18? \_\_\_\_\_

The division sign is  $\div$  and is read **divided by**. 18 divided by 2 may be written  $18 \div 2$  or it may be written  $2 \overline{) 18}$ .

To check the answer count the number of times you can subtract 2 if you start with 18. 

2 UNIT

You can also check the answer by multiplying:  $2 \times 9 = 18$ .

There are four ways to write the same thing:  $2 \times 9 = 18$ ,  $18 \div 2 = 9$ ,  $9 \overline{) 18}$  and by subtracting. 

**Write the answers:**

2. How many 2's are in 4? \_\_\_\_\_  $2 \times \underline{\quad} = 4$   $4 \div 2 = \underline{\quad}$   $2 \overline{) 4}$

3. How many 2's are in 16? \_\_\_\_\_  $2 \times \underline{\quad} = 16$   $16 \div 2 = \underline{\quad}$   $2 \overline{) 16}$

4. How many 2's are in 2? \_\_\_\_\_  $2 \times \underline{\quad} = 2$   $2 \div 2 = \underline{\quad}$   $2 \overline{) 2}$

5. How many 2's are in 14? \_\_\_\_\_  $2 \times \underline{\quad} = 14$   $14 \div 2 = \underline{\quad}$   $2 \overline{) 14}$

6. How many 2's are in 6? \_\_\_\_\_  $2 \times \underline{\quad} = 6$   $6 \div 2 = \underline{\quad}$   $2 \overline{) 6}$

7. How many 2's are in 8? \_\_\_\_\_  $2 \times \underline{\quad} = 8$   $8 \div 2 = \underline{\quad}$   $2 \overline{) 8}$

8. How many 2's are in 12? \_\_\_\_\_  $2 \times \underline{\quad} = 12$   $12 \div 2 = \underline{\quad}$   $2 \overline{) 12}$

9. How many 2's are in 10? \_\_\_\_\_  $2 \times \underline{\quad} = 10$   $10 \div 2 = \underline{\quad}$   $2 \overline{) 10}$

If you do not know the division facts for any number, study them on page 160. The answer in division is called the **quotient**.

$$\begin{array}{r}
 18 \\
 -2 \\
 \hline
 16 \\
 -2 \\
 \hline
 14 \\
 -2 \\
 \hline
 12 \\
 -2 \\
 \hline
 10 \\
 -2 \\
 \hline
 8 \\
 -2 \\
 \hline
 6 \\
 -2 \\
 \hline
 4 \\
 -2 \\
 \hline
 2 \\
 -2 \\
 \hline
 0
 \end{array}$$

## Lesson 4 — MULTIPLYING BY THREE

Write the answers:

1. Three 1's are \_\_\_\_.

One 3 is \_\_\_\_.

$$1 + 1 + 1 = \underline{\quad}$$

$$3 \times 1 = \underline{\quad} \quad \begin{array}{r} 3 \\ \times 1 \\ \hline 3 \end{array}$$

$$1 \times 3 = \underline{\quad} \quad \begin{array}{r} 1 \\ \times 3 \\ \hline 3 \end{array}$$

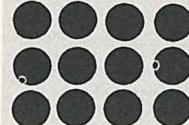


Three 4's are \_\_\_\_.

Four 3's are \_\_\_\_.

$$3 \times 4 = \underline{\quad} \quad \begin{array}{r} 4 \\ \times 3 \\ \hline 12 \end{array}$$

$$4 \times 3 = \underline{\quad} \quad \begin{array}{r} 3 \\ \times 4 \\ \hline 12 \end{array}$$



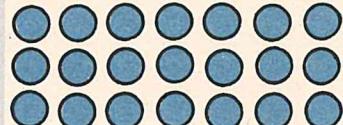
b

Three 7's are \_\_\_\_.

Seven 3's are \_\_\_\_.

$$3 \times 7 = \underline{\quad} \quad \begin{array}{r} 7 \\ \times 3 \\ \hline 21 \end{array}$$

$$7 \times 3 = \underline{\quad} \quad \begin{array}{r} 3 \\ \times 7 \\ \hline 21 \end{array}$$



c

2. Three 2's are \_\_\_\_.

Two 3's are \_\_\_\_.

$$2 + 2 + 2 = \underline{\quad}$$

$$\begin{array}{r} 3 \\ \times 2 \\ \hline 6 \end{array}$$

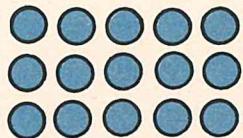


Three 5's are \_\_\_\_.

Five 3's are \_\_\_\_.

$$3 \times 5 = \underline{\quad} \quad \begin{array}{r} 5 \\ \times 3 \\ \hline 15 \end{array}$$

$$5 \times 3 = \underline{\quad} \quad \begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array}$$

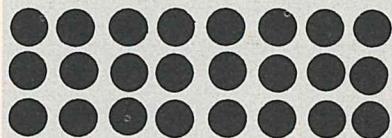


Three 8's are \_\_\_\_.

Eight 3's are \_\_\_\_.

$$3 \times 8 = \underline{\quad} \quad \begin{array}{r} 8 \\ \times 3 \\ \hline 24 \end{array}$$

$$8 \times 3 = \underline{\quad} \quad \begin{array}{r} 3 \\ \times 8 \\ \hline 24 \end{array}$$

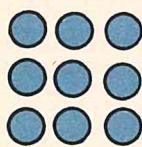


UNIT 2

3. Three 3's are \_\_\_\_.

$$3 + 3 + 3 = \underline{\quad}$$

$$3 \times 3 = \underline{\quad} \quad \begin{array}{r} 3 \\ \times 3 \\ \hline 9 \end{array}$$

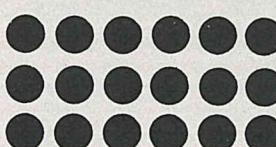


Three 6's are \_\_\_\_.

Six 3's are \_\_\_\_.

$$3 \times 6 = \underline{\quad} \quad \begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$$

$$6 \times 3 = \underline{\quad} \quad \begin{array}{r} 3 \\ \times 6 \\ \hline 18 \end{array}$$

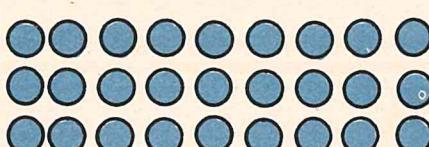


Three 9's are \_\_\_\_.

Nine 3's are \_\_\_\_.

$$3 \times 9 = \underline{\quad} \quad \begin{array}{r} 9 \\ \times 3 \\ \hline 27 \end{array}$$

$$9 \times 3 = \underline{\quad} \quad \begin{array}{r} 3 \\ \times 9 \\ \hline 27 \end{array}$$



This number line shows you that  $3 \times 2$  is the same as  $2 \times 3$ :



4. Write the missing numbers:

a	b	c	d	e	f	g	h	i
$3 \times 9 = 9 \times \underline{\quad}$	$3 \times 7 = 7 \times \underline{\quad}$	$3 \times 6 = 6 \times \underline{\quad}$	$3 \times 5 = 5 \times \underline{\quad}$					

5. Write the products:

a	b	c	d	e	f	g	h	i
$1 \times 3 = \underline{\quad}$	$9 \times 3 = \underline{\quad}$	$2 \times 3 = \underline{\quad}$	$8 \times 3 = \underline{\quad}$	$3 \times 3 = \underline{\quad}$	$7 \times 3 = \underline{\quad}$	$4 \times 3 = \underline{\quad}$	$6 \times 3 = \underline{\quad}$	$5 \times 3 = \underline{\quad}$



## Lesson 5 — DIVIDING BY THREE

1. Dick has 21 paper cats. He plans to put three on each window. To find how many windows he can decorate, draw a line around each group of three in the picture.

2 UNIT

How many 3's are in 21?  $21 \div 3 =$   $3 \overline{)21}$

Dick can decorate  $\underline{\quad}$  windows.

Check by multiplying  $3 \times \underline{\quad} = 21$

Check by subtracting 3's. Begin with 21. How many times can 3 be subtracted?

$$\begin{array}{r}
 21 \\
 -3 \quad 1 \\
 \hline
 18 \\
 -3 \quad 2 \\
 \hline
 15 \\
 -3 \quad 3 \\
 \hline
 12 \\
 -3 \quad 4 \\
 \hline
 9 \\
 -3 \quad 5 \\
 \hline
 6 \\
 -3 \quad 6 \\
 \hline
 3 \\
 -3 \quad 7 \\
 \hline
 0
 \end{array}$$

Write the answers:

2. How many 3's are in 12?  $3 \times \underline{\quad} = 12$   $12 \div 3 =$   $3 \overline{)12}$

3. How many 3's are in 18?  $3 \times \underline{\quad} = 18$   $18 \div 3 =$   $3 \overline{)18}$

4. How many 3's are in 9?  $3 \times \underline{\quad} = 9$   $9 \div 3 =$   $3 \overline{)9}$

5. How many 3's are in 27?  $3 \times \underline{\quad} = 27$   $27 \div 3 =$   $3 \overline{)27}$

6. How many 3's are in 6?  $3 \times \underline{\quad} = 6$   $6 \div 3 =$   $3 \overline{)6}$

7. How many 3's are in 15?  $3 \times \underline{\quad} = 15$   $15 \div 3 =$   $3 \overline{)15}$

8. How many 3's are in 3?  $3 \times \underline{\quad} = 3$   $3 \div 3 =$   $3 \overline{)3}$

9. How many 3's are in 24?  $3 \times \underline{\quad} = 24$   $24 \div 3 =$   $3 \overline{)24}$

## Lesson 6 — MULTIPLYING BY FOUR

Write the answers:

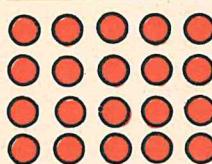


1. Four 2's are \_\_\_\_

$$2 + 2 + 2 + 2 = \underline{\quad}$$

Two 4's are \_\_\_\_

$$4 \times 2 = \underline{\quad} \quad \begin{array}{r} 2 \\ \times 4 \\ \hline 8 \end{array} \quad \begin{array}{r} 4 \\ \times 2 \\ \hline 8 \end{array}$$

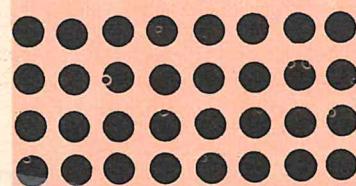


2. How many 4's? \_\_\_\_

How many 5's? \_\_\_\_

$$4 \times 5 = \underline{\quad} \quad \begin{array}{r} 5 \\ \times 4 \\ \hline 20 \end{array}$$

$$5 \times 4 = \underline{\quad}$$

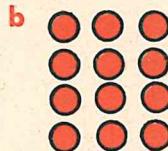


3. How many 4's? \_\_\_\_

How many 8's? \_\_\_\_

$$4 \times 8 = \underline{\quad} \quad \begin{array}{r} 8 \\ \times 4 \\ \hline 32 \end{array}$$

$$8 \times 4 = \underline{\quad}$$



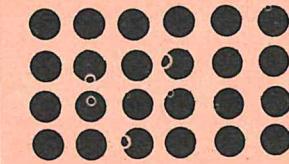
Do you see three 4's?

Do you see four 3's?

How many 4's? \_\_\_\_

$$4 \times 3 = \underline{\quad} \quad \begin{array}{r} 3 \\ \times 4 \\ \hline 12 \end{array} \quad \begin{array}{r} 4 \\ \times 3 \\ \hline 12 \end{array}$$

$$3 \times 4 = \underline{\quad}$$

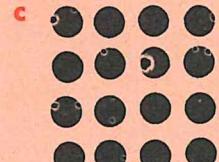


How many 4's? \_\_\_\_

How many 6's? \_\_\_\_

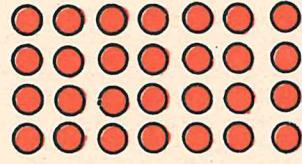
$$4 \times 6 = \underline{\quad} \quad \begin{array}{r} 6 \\ \times 4 \\ \hline 24 \end{array}$$

$$6 \times 4 = \underline{\quad}$$



How many 4's? \_\_\_\_

$$4 \times 4 = \underline{\quad} \quad \begin{array}{r} 4 \\ \times 4 \\ \hline 16 \end{array}$$

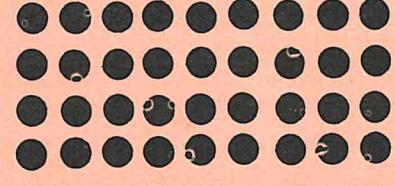


How many 7's? \_\_\_\_

How many 4's? \_\_\_\_

$$4 \times 7 = \underline{\quad} \quad \begin{array}{r} 7 \\ \times 4 \\ \hline 28 \end{array}$$

$$7 \times 4 = \underline{\quad}$$



How many 4's? \_\_\_\_

How many 9's? \_\_\_\_

$$4 \times 9 = \underline{\quad} \quad \begin{array}{r} 9 \\ \times 4 \\ \hline 36 \end{array}$$

$$9 \times 4 = \underline{\quad}$$

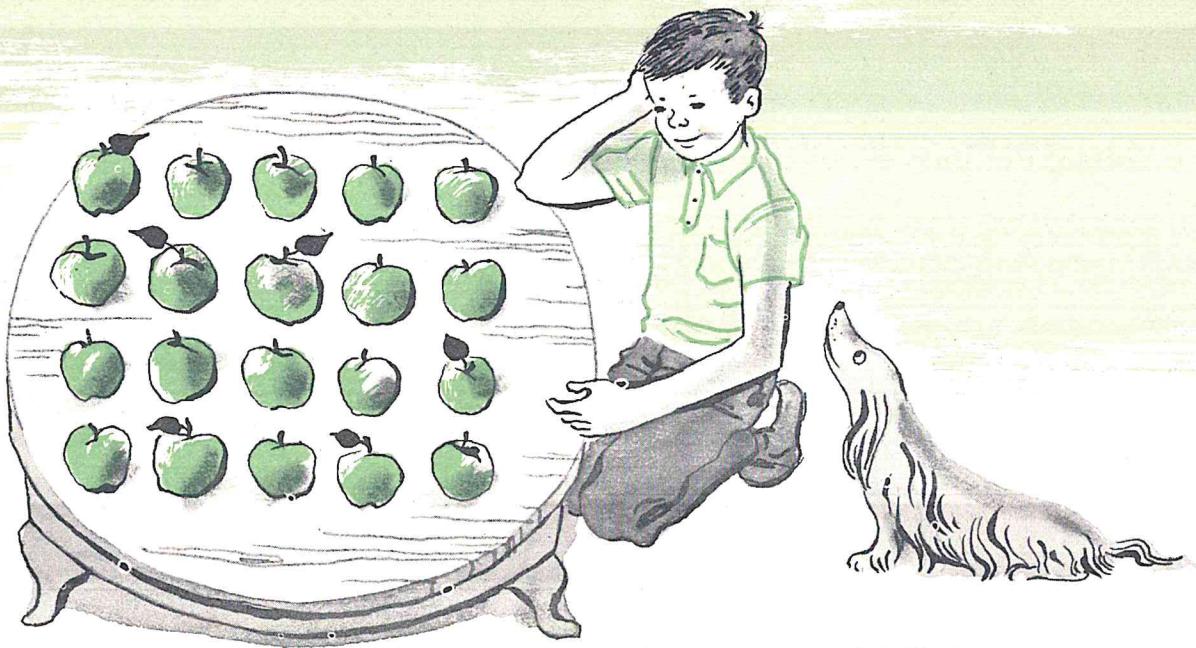
UNIT 2

You can see that two 4's is the same as four 2's: 

4. Write the products:

a	b	c	d	e	f	g	h	i
2	6	3	1	8	5	7	9	4
4	4	4	4	4	4	4	4	4

TOP SCORE: 59 MY SCORE: \_\_\_\_\_



## Lesson 7 — DIVIDING BY FOUR

1. Bob had 20 apples to give to his friends at the party. He gave each one 4 apples. To find how many friends, draw a ring around each group of four in the picture.

How many 4's are in 20?  $20 \div 4 =$   $4 \overline{) 20}$

Bob gave apples to \_\_\_ friends.  $4 \times$  \_\_\_ = 20

Begin with 20. How many times can 4 be subtracted? \_\_\_

**Write the answers:**

$$\begin{array}{r}
 20 \\
 -4 \\
 \hline
 16 \\
 -4 \\
 \hline
 12 \\
 -4 \\
 \hline
 8 \\
 -4 \\
 \hline
 4 \\
 -4 \\
 \hline
 0
 \end{array}$$

2. How many 4's are in 28?  $4 \times$  \_\_\_ = 28  $28 \div 4 =$   $4 \overline{) 28}$

3. How many 4's are in 16?  $4 \times$  \_\_\_ = 16  $16 \div 4 =$   $4 \overline{) 16}$

4. How many 4's are in 8?  $4 \times$  \_\_\_ = 8  $8 \div 4 =$   $4 \overline{) 8}$

5. How many 4's are in 32?  $4 \times$  \_\_\_ = 32  $32 \div 4 =$   $4 \overline{) 32}$

6. How many 4's are in 12?  $4 \times$  \_\_\_ = 12  $12 \div 4 =$   $4 \overline{) 12}$

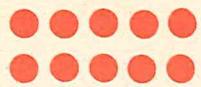
7. How many 4's are in 36?  $4 \times$  \_\_\_ = 36  $36 \div 4 =$   $4 \overline{) 36}$

8. How many 4's are in 4?  $4 \times$  \_\_\_ = 4  $4 \div 4 =$   $4 \overline{) 4}$

9. How many 4's are in 24?  $4 \times$  \_\_\_ = 24  $24 \div 4 =$   $4 \overline{) 24}$

## Lesson 8 — MULTIPLYING BY FIVE

Write the answers:



1. **a**      
$$\begin{array}{r} 2 \\ \times 5 \\ \hline 10 \end{array}$$
      
$$\begin{array}{r} 5 \\ \times 2 \\ \hline 10 \end{array}$$

Five 2's are \_\_\_\_.

Two 5's are \_\_\_\_.

$5 \times 2 = \underline{\hspace{1cm}}$     $2 \times 5 = \underline{\hspace{1cm}}$



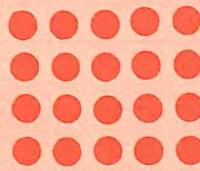
**b**      
$$\begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array}$$
      
$$\begin{array}{r} 5 \\ \times 3 \\ \hline 15 \end{array}$$

How many 5's? \_\_\_\_

How many 3's? \_\_\_\_

$5 \times 3 = \underline{\hspace{1cm}}$     $3 \times 5 = \underline{\hspace{1cm}}$

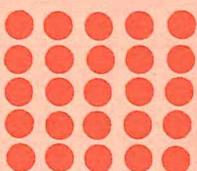
2.



Do you see four 5's? 
$$\begin{array}{r} 4 \\ \times 5 \\ \hline 20 \end{array}$$
   
$$\begin{array}{r} 5 \\ \times 4 \\ \hline 20 \end{array}$$

Do you see five 4's?

$5 \times 4 = \underline{\hspace{1cm}}$     $4 \times 5 = \underline{\hspace{1cm}}$



$$\begin{array}{r} 5 \\ \times 5 \\ \hline 25 \end{array}$$

How many 5's? \_\_\_\_

$5 \times 5 = \underline{\hspace{1cm}}$

UNIT 2

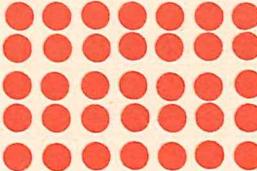
3.



How many 5's? 
$$\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$$
   
$$\begin{array}{r} 5 \\ \times 6 \\ \hline 30 \end{array}$$

How many 6's? \_\_\_\_

$5 \times 6 = \underline{\hspace{1cm}}$     $6 \times 5 = \underline{\hspace{1cm}}$



$$\begin{array}{r} 7 \\ \times 5 \\ \hline 35 \end{array}$$
   
$$\begin{array}{r} 5 \\ \times 7 \\ \hline 35 \end{array}$$

How many 7's? \_\_\_\_

$5 \times 7 = \underline{\hspace{1cm}}$     $7 \times 5 = \underline{\hspace{1cm}}$

4.



How many 5's? 
$$\begin{array}{r} 8 \\ \times 5 \\ \hline 40 \end{array}$$
   
$$\begin{array}{r} 5 \\ \times 8 \\ \hline 40 \end{array}$$

How many 8's? \_\_\_\_

$5 \times 8 = \underline{\hspace{1cm}}$     $8 \times 5 = \underline{\hspace{1cm}}$



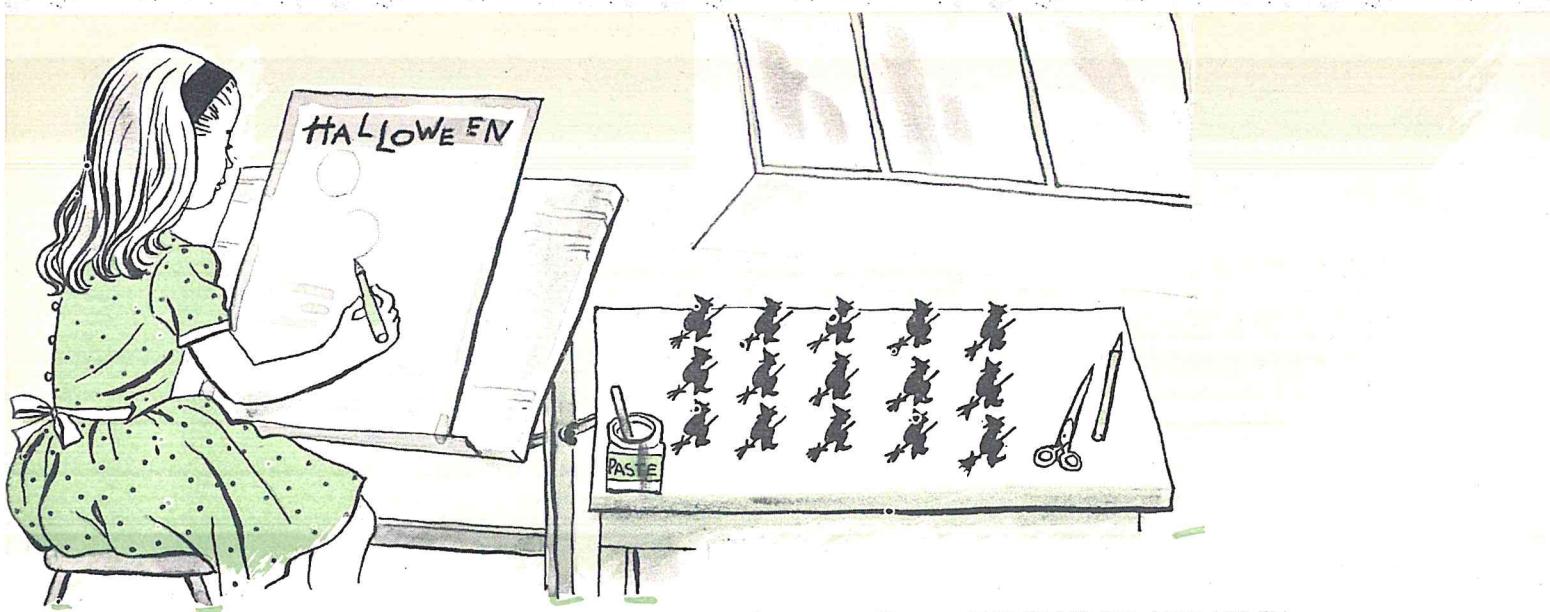
$$\begin{array}{r} 9 \\ \times 5 \\ \hline 45 \end{array}$$
   
$$\begin{array}{r} 5 \\ \times 9 \\ \hline 45 \end{array}$$

How many 9's? \_\_\_\_

$5 \times 9 = \underline{\hspace{1cm}}$     $9 \times 5 = \underline{\hspace{1cm}}$

5. Find the products:

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>
2	5	7	1	8	3	9	4	6
5	5	5	5	5	5	5	5	5



## Lesson 9 — DIVIDING BY FIVE

1. Lucy made posters. She pasted 5 paper witches on each poster. She had 15 witches. To find out how many posters she made, draw a ring around each group of 5 in the picture. Lucy made \_\_\_\_\_ posters. How many 5's are there in 15? \_\_\_\_\_

$$5 \times \underline{\quad} = 15 \quad 15 \div 5 = \underline{\quad}$$

$$\begin{array}{r}
 15 \\
 -5 \\
 \hline
 10 \\
 -5 \\
 \hline
 5 \\
 -5 \\
 \hline
 0
 \end{array}$$

Begin with 15. How many times can 5 be subtracted? \_\_\_\_\_

**Write the answers:**

2. How many 5's are in 10? \_\_\_\_\_  $5 \times \underline{\quad} = 10$   $10 \div 5 = \underline{\quad}$   $5 \overline{) 10}$

3. How many 5's are in 5? \_\_\_\_\_  $5 \times \underline{\quad} = 5$   $5 \div 5 = \underline{\quad}$   $5 \overline{) 5}$

4. How many 5's are in 40? \_\_\_\_\_  $5 \times \underline{\quad} = 40$   $40 \div 5 = \underline{\quad}$   $5 \overline{) 40}$

5. How many 5's are in 35? \_\_\_\_\_  $5 \times \underline{\quad} = 35$   $35 \div 5 = \underline{\quad}$   $5 \overline{) 35}$

6. How many 5's are in 20? \_\_\_\_\_  $5 \times \underline{\quad} = 20$   $20 \div 5 = \underline{\quad}$   $5 \overline{) 20}$

7. How many 5's are in 45? \_\_\_\_\_  $5 \times \underline{\quad} = 45$   $45 \div 5 = \underline{\quad}$   $5 \overline{) 45}$

8. How many 5's are in 30? \_\_\_\_\_  $5 \times \underline{\quad} = 30$   $30 \div 5 = \underline{\quad}$   $5 \overline{) 30}$

9. How many 5's are in 25? \_\_\_\_\_  $5 \times \underline{\quad} = 25$   $25 \div 5 = \underline{\quad}$   $5 \overline{) 25}$

10. **Find the quotients:**

a

b

c

d

e

f

g

h

i

$$5 \overline{) 15}$$

$$5 \overline{) 5}$$

$$5 \overline{) 20}$$

$$5 \overline{) 45}$$

$$5 \overline{) 25}$$

$$5 \overline{) 40}$$

$$5 \overline{) 30}$$

$$5 \overline{) 10}$$

$$5 \overline{) 35}$$

## Lesson 10 — MULTIPLYING BY SIX

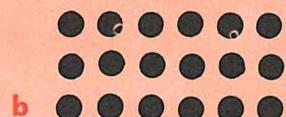
Write the answers:



1. Two 6's are \_\_\_\_

Six 2's are \_\_\_\_

$$6 \times 2 = \underline{\quad} \quad \begin{array}{r} 2 \\ \times 6 \\ \hline 2 \end{array}$$



Do you see three 6's?

Do you see six 3's?

$$6 \times 3 = \underline{\quad} \quad \begin{array}{r} 3 \\ \times 6 \\ \hline 3 \end{array}$$

$$3 \times 6 = \underline{\quad}$$

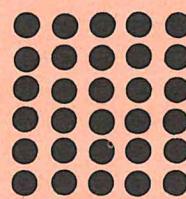


How many 6's? \_\_\_\_

How many 4's? \_\_\_\_

$$6 \times 4 = \underline{\quad} \quad \begin{array}{r} 4 \\ \times 6 \\ \hline 4 \end{array}$$

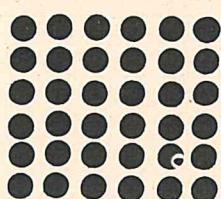
$$4 \times 6 = \underline{\quad}$$



2. How many 6's? \_\_\_\_

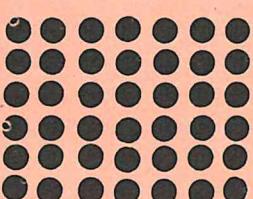
How many 5's? \_\_\_\_

$$6 \times 5 = \underline{\quad} \quad \begin{array}{r} 5 \\ \times 6 \\ \hline 5 \end{array}$$



How many 6's? \_\_\_\_

$$6 \times 6 = \underline{\quad} \quad \begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

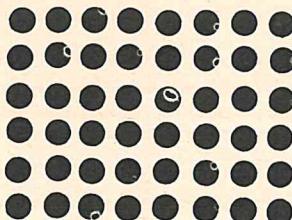


How many 6's? \_\_\_\_

How many 7's? \_\_\_\_

$$6 \times 7 = \underline{\quad} \quad \begin{array}{r} 7 \\ \times 6 \\ \hline 7 \end{array}$$

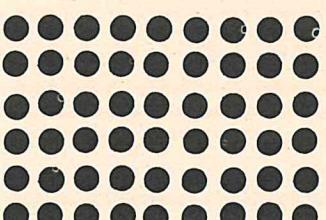
$$7 \times 6 = \underline{\quad}$$



3. How many 6's? \_\_\_\_  $\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$   $\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$

How many 8's? \_\_\_\_

$$6 \times 8 = \underline{\quad} \quad 8 \times 6 = \underline{\quad}$$



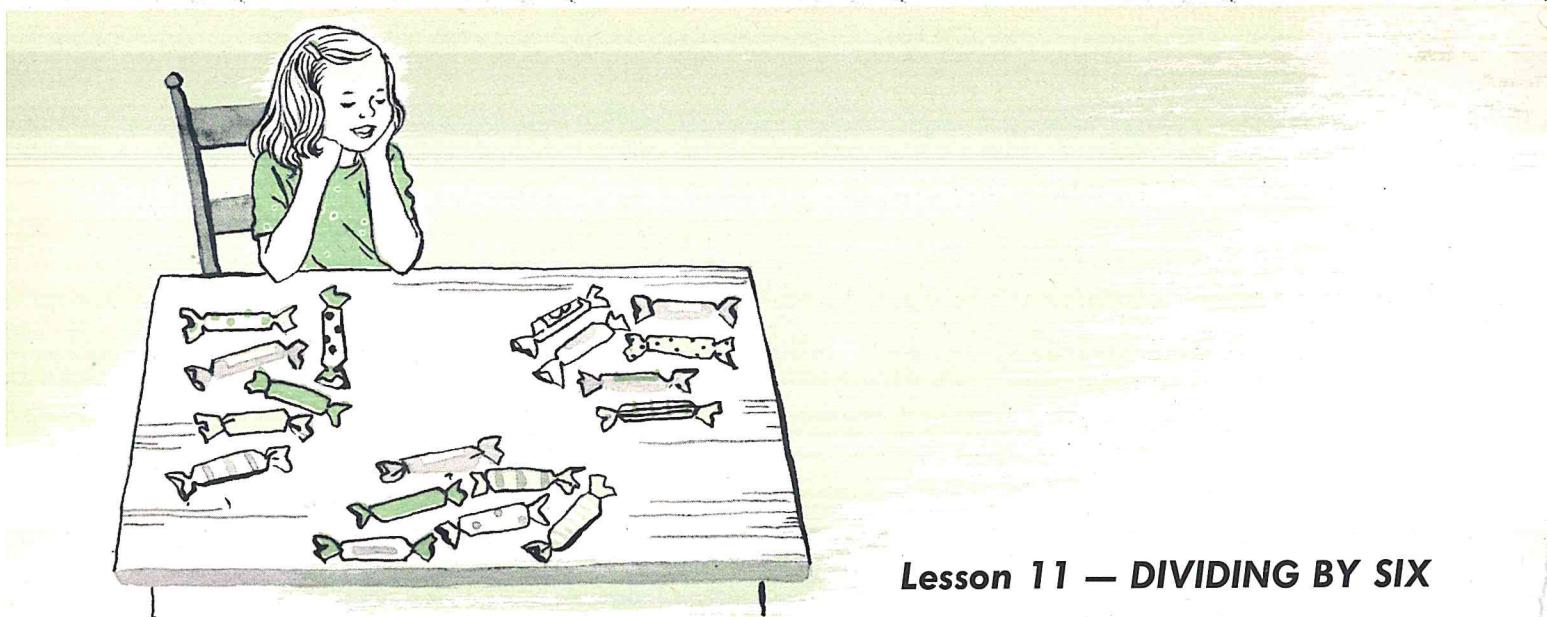
How many 6's? \_\_\_\_  $\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$   $\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$

How many 9's? \_\_\_\_

$$6 \times 9 = \underline{\quad} \quad 9 \times 6 = \underline{\quad}$$

4. Write the products:

a	b	c	d	e	f	g	h	i
5	8	3	1	2	7	4	6	9
6	6	6	6	6	6	6	6	6



## Lesson 11 — DIVIDING BY SIX

1. Ann had 18 party favors. She put 6 on each table. To find the number of tables draw a line around each group of 6 in the picture.

How many 6's are there in 18?       

$$\begin{array}{r}
 18 \\
 -6 \quad 1 \\
 \hline
 12 \\
 -6 \quad 2 \\
 \hline
 6 \\
 -6 \quad 3 \\
 \hline
 0
 \end{array}$$

2 UNIT

$6 \times \underline{\quad} = 18$ .  $18 \div 6 = \underline{\quad}$   $6 \overline{) 18}$

Check your answer by subtracting 6's. Begin with 18.

How many times can 6 be subtracted?       

2. How many 6's are in 12?         $6 \times \underline{\quad} = 12$   $12 \div 6 = \underline{\quad}$   $6 \overline{) 12}$

3. How many 6's are in 24?         $6 \times \underline{\quad} = 24$   $24 \div 6 = \underline{\quad}$   $6 \overline{) 24}$

4. How many 6's are in 30?         $6 \times \underline{\quad} = 30$   $30 \div 6 = \underline{\quad}$   $6 \overline{) 30}$

5. How many 6's are in 6?         $6 \times \underline{\quad} = 6$   $6 \div 6 = \underline{\quad}$   $6 \overline{) 6}$

6. How many 6's are in 48?         $6 \times \underline{\quad} = 48$   $48 \div 6 = \underline{\quad}$   $6 \overline{) 48}$

7. How many 6's are in 36?         $6 \times \underline{\quad} = 36$   $36 \div 6 = \underline{\quad}$   $6 \overline{) 36}$

8. How many 6's are in 54?         $6 \times \underline{\quad} = 54$   $54 \div 6 = \underline{\quad}$   $6 \overline{) 54}$

9. How many 6's are in 42?         $6 \times \underline{\quad} = 42$   $42 \div 6 = \underline{\quad}$   $6 \overline{) 42}$

10. Find the quotients:

a

b

c

d

e

f

g

h

i

$6 \overline{) 12}$   $6 \overline{) 6}$   $6 \overline{) 30}$   $6 \overline{) 48}$   $6 \overline{) 24}$   $6 \overline{) 18}$   $6 \overline{) 42}$   $6 \overline{) 54}$   $6 \overline{) 36}$

## Lesson 12 — MULTIPLYING BY SEVEN

The boys and girls in Jean's class packed 7 boxes of school supplies to send overseas. In each of the 7 boxes they put 2 notebooks, 3 tablets, 4 erasers, and 5 pencils.

1. How many notebooks were in the 7 boxes? \_\_\_\_\_

Do you see seven 2's?  $7 \times 2 =$  \_\_\_\_\_

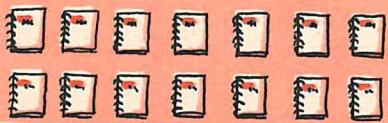
Do you see two 7's?  $2 \times 7 =$  \_\_\_\_\_

$2 + 2 + 2 + 2 + 2 + 2 + 2 =$  \_\_\_\_\_

$7 + 7 =$  \_\_\_\_ Two 7's are \_\_\_\_.

Seven 2's are \_\_\_\_.

$\frac{2}{\times 7}$	$\frac{7}{\times 2}$
----------------------	----------------------



2. How many tablets were in the 7 boxes? \_\_\_\_\_

How many 3's are there? \_\_\_\_\_

How many 7's are there? \_\_\_\_\_

$3 + 3 + 3 + 3 + 3 + 3 + 3 =$  \_\_\_\_\_

$7 + 7 + 7 =$  \_\_\_\_  $\frac{3}{\times 7} \frac{7}{\times 3}$

Seven 3's are \_\_\_\_.

Three 7's are \_\_\_\_.

$7 \times 3 =$  \_\_\_\_  $3 \times 7 =$  \_\_\_\_



Write a multiplication fact for each addition problem:

a.  $7 + 7 = 14$  \_\_\_\_\_

6.  $7 + 7 + 7 + 7 + 7 = 35$  \_\_\_\_\_

7.  $7 + 7 + 7 + 7 = 28$  \_\_\_\_\_

3. How many erasers were in the 7 boxes? \_\_\_\_\_

How many 4's are there? \_\_\_\_\_

How many 7's are there? \_\_\_\_\_

$4 + 4 + 4 + 4 + 4 + 4 + 4 =$  \_\_\_\_\_

$7 + 7 + 7 + 7 =$  \_\_\_\_  $\frac{4}{\times 7} \frac{7}{\times 4}$

Seven 4's are \_\_\_\_.

Four 7's are \_\_\_\_.

$7 \times 4 =$  \_\_\_\_

$4 \times 7 =$  \_\_\_\_

UNIT 2

4. How many pencils were in the 7 boxes? \_\_\_\_\_

How many 5's? \_\_\_\_\_  $7 \times 5 =$  \_\_\_\_\_

How many 7's? \_\_\_\_\_  $5 \times 7 =$  \_\_\_\_\_

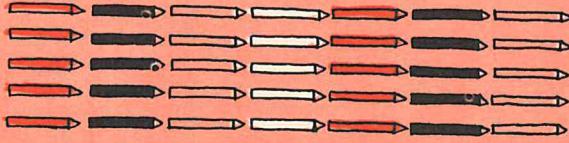
$5 + 5 + 5 + 5 + 5 + 5 + 5 =$  \_\_\_\_\_

$7 + 7 + 7 + 7 + 7 =$  \_\_\_\_\_

Seven 5's are \_\_\_\_.

$\frac{5}{\times 7}$	$\frac{7}{\times 5}$
----------------------	----------------------

Five 7's are \_\_\_\_.





## Lesson 13 — MORE MULTIPLYING BY SEVEN

The class made up 7 packages of art supplies to send to the same schools. In each package they put 6 brushes, 7 jars of paint, 8 crayons, and 9 sheets of colored paper.

1. How many brushes were in the

7 packages?  $\underline{\quad}$       6      7

How many 6's?  $\underline{\quad}$        $\times 7$        $\underline{\quad}$

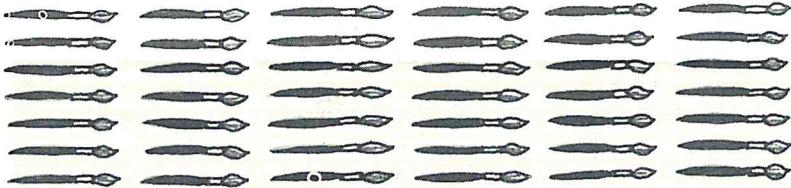
How many 7's?  $\underline{\quad}$

$6 + 6 + 6 + 6 + 6 + 6 + 6 = \underline{\quad}$

$7 + 7 + 7 + 7 + 7 + 7 + 7 = \underline{\quad}$

Seven 6's are  $\underline{\quad}$ .  $7 \times 6 = \underline{\quad}$

Six 7's are  $\underline{\quad}$ .  $6 \times 7 = \underline{\quad}$



2. How many crayons were

2 UNIT

in the 7 packages?  $\underline{\quad}$       8      7

How many 8's?  $\underline{\quad}$        $\times 7$        $\underline{\quad}$

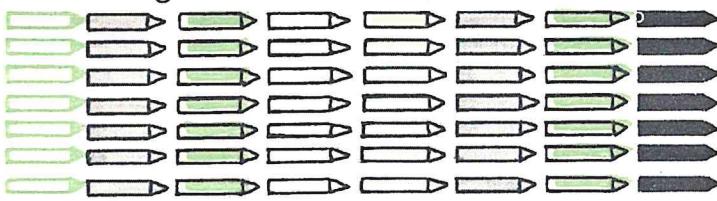
How many 7's?  $\underline{\quad}$

Seven 8's are  $\underline{\quad}$ .  $7 \times 8 = \underline{\quad}$

$8 + 8 + 8 + 8 + 8 + 8 + 8 = \underline{\quad}$

$7 + 7 + 7 + 7 + 7 + 7 + 7 = \underline{\quad}$

Eight 7's are  $\underline{\quad}$ .  $8 \times 7 = \underline{\quad}$



Write the products:

a	b	c	d	e	f	g	h	i
5. $4 \times 7$	$6 \times 7$	$8 \times 7$	$3 \times 7$	$7 \times 7$	$9 \times 7$	$2 \times 7$	$5 \times 7$	$1 \times 7$

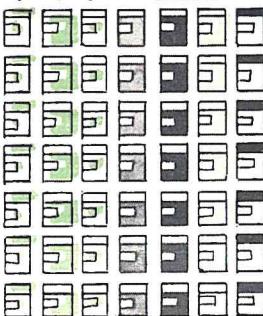
3. How many jars of paint

were there?  $\underline{\quad}$

How many 7's?  $\underline{\quad}$

$7 + 7 + 7 + 7 + 7 + 7 + 7 = \underline{\quad}$

Seven 7's are  $\underline{\quad}$ .



$7 \times 7 = \underline{\quad}$

$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$

4. How many sheets of colored

paper were there?  $\underline{\quad}$       9      7

How many 9's?  $\underline{\quad}$        $\times 7$        $\underline{\quad}$

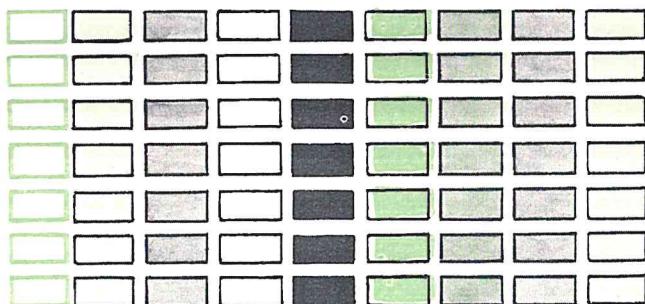
How many 7's?  $\underline{\quad}$

$9 + 9 + 9 + 9 + 9 + 9 + 9 = \underline{\quad}$

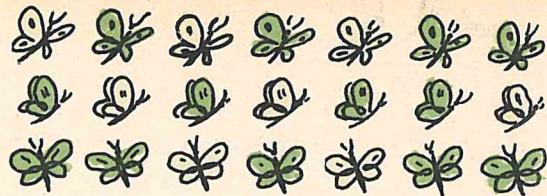
$7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 = \underline{\quad}$

Seven 9's are  $\underline{\quad}$ .  $7 \times 9 = \underline{\quad}$

Nine 7's are  $\underline{\quad}$ .  $9 \times 7 = \underline{\quad}$



## Lesson 14 — DIVIDING BY SEVEN



In each of the 7 boxes that were sent to a school overseas, the boys and girls put some colored stickers for fun. They had 21 butterflies, 35 stars, 14 birds, 7 flowers, and 28 triangles.

1. How many butterflies went into each of the 7 boxes?

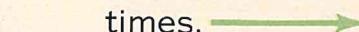
**Draw a line around each group of 7 butterflies to show how many were in each box:**

How many 7's are in 21? \_\_\_\_\_

$$21 \div 7 = \underline{\quad} \quad 7 \times \underline{\quad} = 21 \quad 7 \overline{) 21}$$

$$\begin{array}{r} 21 \\ - 7 \\ \hline 14 \\ - 7 \\ \hline 7 \\ - 7 \\ \hline 0 \end{array}$$

Check your answer by subtracting 7's.

Begin with 21. Seven can be subtracted \_\_\_\_\_ times. 

2. There were \_\_\_\_\_ stars in each box.

**Draw a line around each group of 7 stars:**

How many 7's are in 35? \_\_\_\_\_

$$35 \div 7 = \underline{\quad} \quad 7 \times \underline{\quad} = 35 \quad 7 \overline{) 35}$$



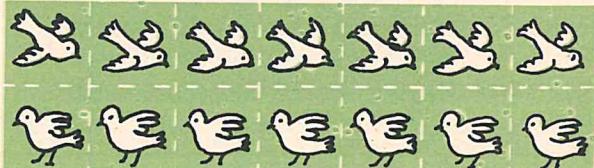
UNIT 2

3. How many bird stickers did they have for each box?

**Draw a line around each group of 7 birds:**

How many 7's are in 14? \_\_\_\_\_

$$14 \div 7 = \underline{\quad} \quad 7 \times \underline{\quad} = 14 \quad 7 \overline{) 14}$$



4. How many flower stickers were put into each box?

**Draw a line around each group of 7 flowers:**

How many 7's are in 7? \_\_\_\_\_

$$7 \div 7 = \underline{\quad} \quad 7 \times \underline{\quad} = 7 \quad 7 \overline{) 7}$$



5. How many triangle stickers went into each of the 7 boxes?

**Draw a line around the triangles to show how many stickers went into each of 7 boxes:**

How many 7's are in 28? \_\_\_\_\_

$$28 \div 7 = \underline{\quad} \quad 7 \times \underline{\quad} = 28 \quad 7 \overline{) 28}$$



6. Write the quotients:

a

$$28 \div 7 = \underline{\quad}$$

b

$$21 \div 7 = \underline{\quad}$$

7. Write the missing numbers:

a

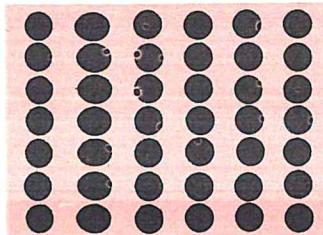
$$7 \times \underline{\quad} = 7$$

b

$$7 \times \underline{\quad} = 14$$

## Lesson 15 — DIVIDING BY SEVEN

1. Mary counted 42 days until her birthday. There are 7 days in a week. How many weeks until Mary's birthday? \_\_\_\_\_

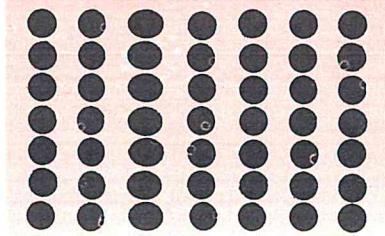


Draw a line around each group of seven dots:

How many 7's are in 42? \_\_\_\_\_

$$7 \times \underline{\quad} = 42 \quad 42 \div 7 = \underline{\quad} \quad 7 \overline{)42}$$

2. John's birthday will come in 49 days. How many weeks is this? \_\_\_\_\_



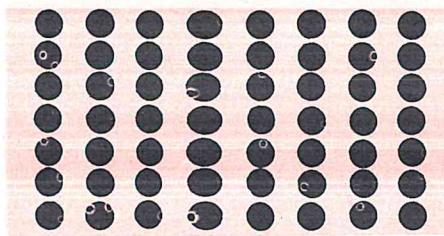
Draw a line around each group of seven dots:

How many 7's are in 49? \_\_\_\_\_

$$7 \times \underline{\quad} = 49 \quad 49 \div 7 = \underline{\quad} \quad 7 \overline{)49}$$

2 UNIT

3. Joe's birthday was 56 days ago. How many weeks was this? \_\_\_\_\_

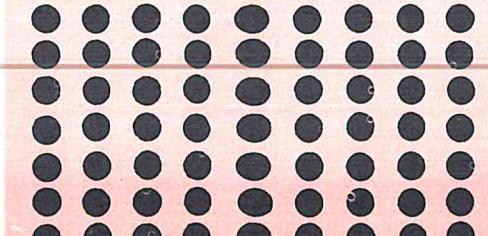


Draw a line around each group of seven dots:

How many 7's are in 56? \_\_\_\_\_

$$7 \times \underline{\quad} = 56 \quad 56 \div 7 = \underline{\quad} \quad 7 \overline{)56}$$

4. Jane's birthday was 63 days ago. How many weeks was this? \_\_\_\_\_



Draw a line around each group of seven dots:

How many 7's are in 63? \_\_\_\_\_

$$7 \times \underline{\quad} = 63 \quad 63 \div 7 = \underline{\quad} \quad 7 \overline{)63}$$

Write the missing numbers:

a

b

c

d

5.  $42 \div 7 = \underline{\quad}$     $63 \div 7 = \underline{\quad}$     $49 \div 7 = \underline{\quad}$     $56 \div 7 = \underline{\quad}$

6.  $7 \overline{)56}$     $7 \overline{)49}$     $7 \overline{)42}$     $7 \overline{)63}$

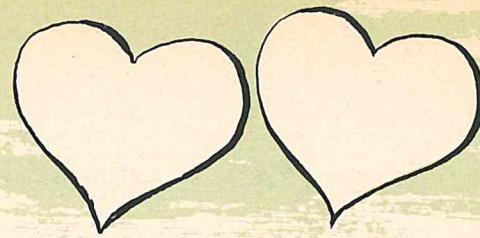
7.  $7 \times \underline{\quad} = 35$     $7 \times \underline{\quad} = 56$     $7 \times \underline{\quad} = 63$     $7 \times \underline{\quad} = 42$

A number is divided evenly when nothing is left over.

Draw a ring around each number which can be divided evenly by 7:

8. 49 17 24 21 7 30 48 35 45 63 27 56 28 54 14 32 42 66

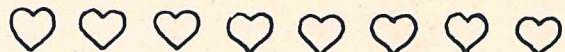
## Lesson 16 — MULTIPLYING BY EIGHT



1. Louise cut out 2 large hearts for decoration. Ann cut 8 times as many.

How many hearts did Ann cut? \_\_\_\_\_ Count the hearts.

How many 2's are there? \_\_\_\_\_



How many 8's are there? \_\_\_\_\_



Eight 2's are \_\_\_\_\_.  $8 \times 2 =$  \_\_\_\_\_. Two 8's are \_\_\_\_\_.  $2 \times 8 =$  \_\_\_\_\_

**Find  $2 \times 8$  on the number line. Then find  $8 \times 2$  on the number line:**

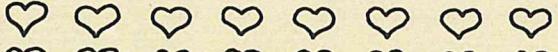


Does  $2 \times 8$  have the same answer as  $8 \times 2$ ? \_\_\_\_\_

2. Sue cut 8 times as many hearts as Mary cut. If Mary cut out 3 hearts, how many hearts did Sue cut? \_\_\_\_\_ Count the hearts.

UNIT 2

How many 3's are there? \_\_\_\_\_



How many 8's are there? \_\_\_\_\_



Eight 3's are \_\_\_\_\_.  $8 \times 3 =$  \_\_\_\_\_. Three 8's are \_\_\_\_\_.  $3 \times 8 =$  \_\_\_\_\_

3. Kay cut four hearts. She plans to make 8 times as many. How many does she plan to make? \_\_\_\_\_



How many 4's are there? \_\_\_\_\_

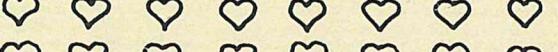


How many 8's are there? \_\_\_\_\_

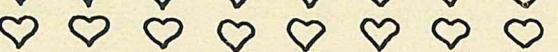


Eight 4's are \_\_\_\_\_.  $8 \times 4 =$  \_\_\_\_\_. Four 8's are \_\_\_\_\_.  $4 \times 8 =$  \_\_\_\_\_

4. Jean's little sister cut 5 hearts. Jean cut 8 times as many. How many hearts did Jean cut? \_\_\_\_\_



How many 5's are there? \_\_\_\_\_



How many 8's are there? \_\_\_\_\_



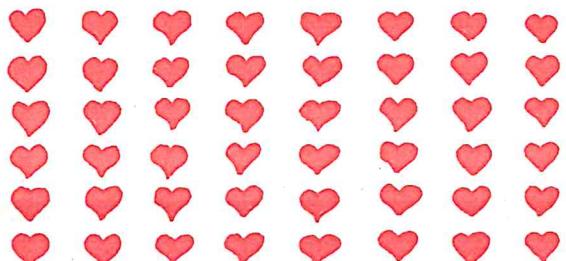
Eight 5's are \_\_\_\_\_.  $8 \times 5 =$  \_\_\_\_\_. Five 8's are \_\_\_\_\_.  $5 \times 8 =$  \_\_\_\_\_

5. Find the products:

a	b	c	d	e	f	g	h	i	j
2	1	4	5	3	8	8	8	8	8
8	8	8	8	8	3	4	1	5	2

## Lesson 17 — MORE MULTIPLYING BY EIGHT

1. The boys put up the decorations the girls had made. Bob strung rows of hearts on strings. He put 6 on each string. He made 8 strings.



How many hearts did he use? \_\_\_\_\_

How many 6's do you see? \_\_\_\_\_  $8 \times 6 =$  \_\_\_\_\_

How many 8's do you see? \_\_\_\_\_  $6 \times 8 =$  \_\_\_\_\_

Eight 6's are \_\_\_\_\_. Six 8's are \_\_\_\_\_.

2. Don also made 8 strings, but he put 7 on each string.



How many hearts did Don string? \_\_\_\_\_

How many 7's are there? \_\_\_\_\_  $7 \times 8 =$  \_\_\_\_\_

How many 8's are there? \_\_\_\_\_  $8 \times 7 =$  \_\_\_\_\_

Eight 7's are \_\_\_\_\_. Seven 8's are \_\_\_\_\_.

3. Bill made 8 strings for decorating. He put 8 hearts on each string.



How many hearts did Bill string? \_\_\_\_\_

How many 8's are there? \_\_\_\_\_

Eight 8's are \_\_\_\_\_.  $8 \times 8 =$  \_\_\_\_\_



4. There were 8 windows in the room. Jim and Al stuck 9 hearts on each.



How many hearts did they use? \_\_\_\_\_

How many 9's are there? \_\_\_\_\_

How many 8's are there? \_\_\_\_\_

Eight 9's are \_\_\_\_\_. Nine 8's are \_\_\_\_\_.

$8 \times 9 =$  \_\_\_\_\_  $9 \times 8 =$  \_\_\_\_\_

**Find the products:**

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>	<b>n</b>	<b>o</b>	<b>p</b>
----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------

5	8	2	8	7	8	9	8	1	8	6	4	8	8	8	3
<u>8</u>	<u>6</u>	<u>8</u>	<u>2</u>	<u>8</u>	<u>7</u>	<u>8</u>	<u>3</u>	<u>8</u>	<u>5</u>	<u>8</u>	<u>8</u>	<u>9</u>	<u>8</u>	<u>4</u>	<u>8</u>



## Lesson 18 — DIVIDING BY EIGHT

1. There are 24 boys and girls in Miss Johnson's fourth-grade room. They formed groups to play party games. If there were 8 boys and girls in each group, how many groups were there?

Draw a line around each group of 8 children to find the number of 8's in 24:

$$\begin{array}{r}
 24 \\
 -8 \quad 1 \\
 \hline
 16 \\
 -8 \quad 2 \\
 \hline
 8 \\
 -3 \quad 3 \\
 \hline
 0
 \end{array}$$

How many 8's are in 24? \_\_\_\_\_

$$24 \div 8 = \underline{\quad} \quad 8 \times \underline{\quad} = 24 \quad 8 \overline{)24}$$

Check by subtracting 8's. Begin with 24. You can subtract 8 \_\_\_\_\_ times.

UNIT 2

2. How many stars are there? \_\_\_\_\_

Draw a line around each group of 8 stars:

How many 8's are in 16? \_\_\_\_\_



$$16 \div 8 = \underline{\quad} \quad 8 \times \underline{\quad} = 16 \quad 8 \overline{)16}$$

3. How many stars are there? \_\_\_\_\_

Draw a line around each group of 8:

How many 8's are in 40? \_\_\_\_\_



$$40 \div 8 = \underline{\quad} \quad 8 \times \underline{\quad} = 40 \quad 8 \overline{)40}$$

4. How many stars are there? \_\_\_\_\_

Draw around the stars to show groups of 8:

How many 8's are in 32? \_\_\_\_\_



$$32 \div 8 = \underline{\quad} \quad 8 \times \underline{\quad} = 32 \quad 8 \overline{)32}$$

5. How many stars are there? \_\_\_\_\_

Draw a line around each group of 8:

How many 8's are in 8? \_\_\_\_\_



$$8 \div 8 = \underline{\quad} \quad 8 \times \underline{\quad} = 8 \quad 8 \overline{)8}$$

Write the answers:

a

c

d

6.  $8 \times \underline{\quad} = 24$

$8 \times \underline{\quad} = 40$

$32 \div 8 = \underline{\quad}$

$8 \times \underline{\quad} = 32$

7.  $8 \times \underline{\quad} = 16$

$24 \div 8 = \underline{\quad}$

$40 \div 8 = \underline{\quad}$

$16 \div 8 = \underline{\quad}$

## Lesson 19 — MORE DIVIDING BY EIGHT

1. Draw a line around each group of 8 stars:



How many stars are there? \_\_\_\_\_

How many 8's are in 48? \_\_\_\_\_

$$48 \div 8 = \underline{\quad} \quad 8 \times \underline{\quad} = 48 \quad 8 \overline{)48}$$

2. Draw a line around each group of 8 stars:



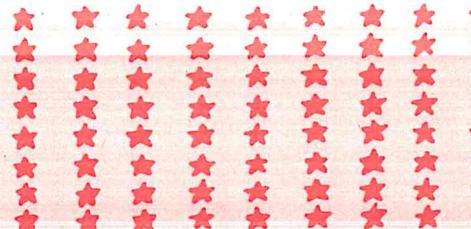
How many stars are there? \_\_\_\_\_

How many 8's are in 64? \_\_\_\_\_

$$64 \div 8 = \underline{\quad} \quad 8 \times \underline{\quad} = 64 \quad 8 \overline{)64}$$

2 UNIT

3. Draw a line around each group of 8 stars:



How many stars are there? \_\_\_\_\_

How many 8's are in 72? \_\_\_\_\_

$$72 \div 8 = \underline{\quad} \quad 8 \times \underline{\quad} = 72 \quad 8 \overline{)72}$$

4. Draw a line around each group of 8 stars:



How many stars are there? \_\_\_\_\_

How many 8's are in 56? \_\_\_\_\_

$$56 \div 8 = \underline{\quad} \quad 8 \times \underline{\quad} = 56 \quad 8 \overline{)56}$$

**Write the answers:**

5. How many 8's in 72? \_\_\_\_\_  $8 \times \underline{\quad} = 72$   $72 \div 8 = \underline{\quad}$   $8 \overline{)72}$

6. How many 8's in 48? \_\_\_\_\_  $8 \times \underline{\quad} = 48$   $48 \div 8 = \underline{\quad}$   $8 \overline{)48}$

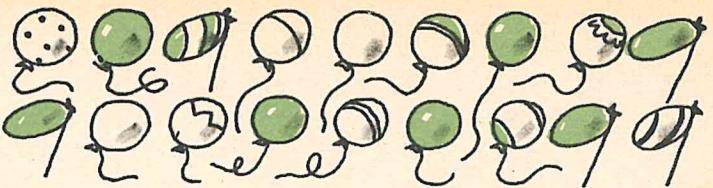
7. How many 8's in 64? \_\_\_\_\_  $8 \times \underline{\quad} = 64$   $64 \div 8 = \underline{\quad}$   $8 \overline{)64}$

8. How many 8's in 56? \_\_\_\_\_  $8 \times \underline{\quad} = 56$   $56 \div 8 = \underline{\quad}$   $8 \overline{)56}$

9. Draw a line around each number which can be divided evenly by 8:

44 18 8 64 28 45 24 36 48 56 72 25 32 27 54 63 16 42

## Lesson 20 — MULTIPLYING BY NINE



1. Lucy invited 9 guests to a party. She planned to give each guest 2 balloons. How many balloons did she buy?        2

How many 2's do you see?        Nine 2's are       .  $9 \times 2 =$          $\times 9$

How many 9's do you see?        Two 9's are       .  $2 \times 9 =$         9  
 $\times 2$

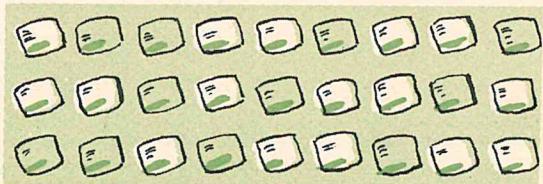
On the number line show that  $2 \times 9$  is the same as  $9 \times 2$ :



2. Lucy filled little paper baskets with candy and nuts to put at each guest's place. Into each of the 9 baskets she put 3 candy mints. How many mints were there?       

How many 3's do you see?        3 9

How many 9's do you see?         $\times 9$   $\times 3$



2

Three 9's are       . Nine 3's are       .  $9 \times 3 =$          $3 \times 9 =$        

3. Lucy put 4 pieces of candy into each of the 9 baskets. How many pieces of candy did she need?        4 9

How many 4's do you see?         $\times 9$   $\times 4$

How many 9's do you see?       

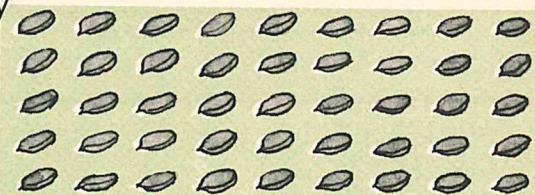


Nine 4's are       . Four 9's are       .  $9 \times 4 =$          $4 \times 9 =$        

4. Lucy put 5 nuts into each basket. How many nuts did she need for the 9 baskets?       

How many 5's do you see?        5 9

How many 9's do you see?         $\times 9$   $\times 5$



Nine 5's are       . Five 9's are       .  $9 \times 5 =$          $5 \times 9 =$        

5. She put 6 gumdrops into each basket. How many gumdrops were in 9 baskets?       

Do you see nine 6's? 6 9  $9 \times 6 =$        

Do you see six 9's?  $\times 9$   $\times 6$   $6 \times 9 =$        

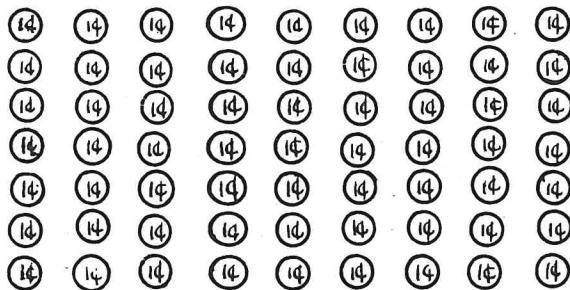


Nine 6's are       . Six 9's are       .



## Lesson 21 — MORE MULTIPLYING BY NINE

1. Lucy had saved pennies to buy extra treats for her party. She spent 7 of her pennies for a pretty cupcake for each guest. How many pennies were 9 cupcakes? \_\_\_\_\_



Do you see nine 7's?

7      9

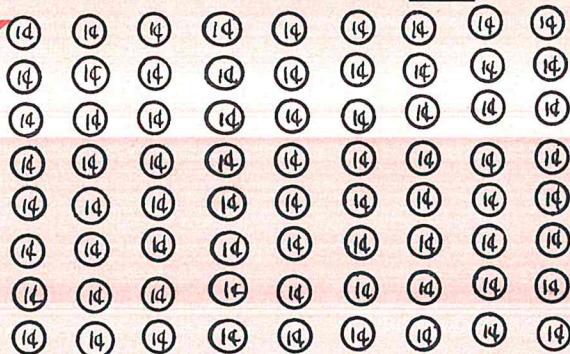
Do you see seven 9's?  $\underline{\times 9}$      $\underline{\times 7}$

Nine 7's are \_\_\_\_.

Seven 9's are \_\_\_\_.

$$9 \times 7 = \underline{\quad} \quad 7 \times 9 = \underline{\quad}$$

2. Favors took 8 of her pennies for each one. How many pennies did she use for 9 favors? \_\_\_\_\_



Do you see nine 8's?

8      9

Do you see eight 9's?  $\underline{\times 9}$      $\underline{\times 8}$

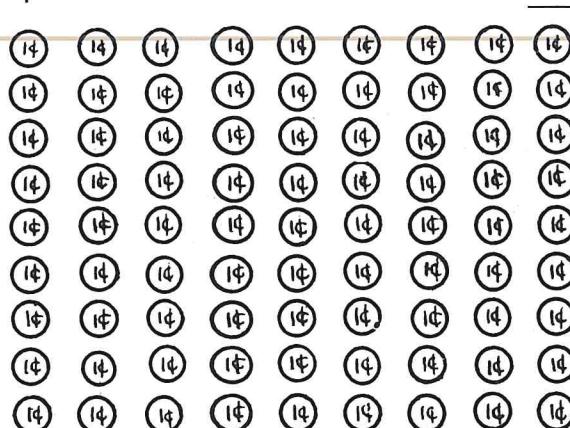
Nine 8's are \_\_\_\_.

Eight 9's are \_\_\_\_.

$$9 \times 8 = \underline{\quad} \quad 8 \times 9 = \underline{\quad}$$



3. Ice-cream bars were 9 pennies each. How many pennies did Lucy spend for 9 ice-cream bars? \_\_\_\_\_



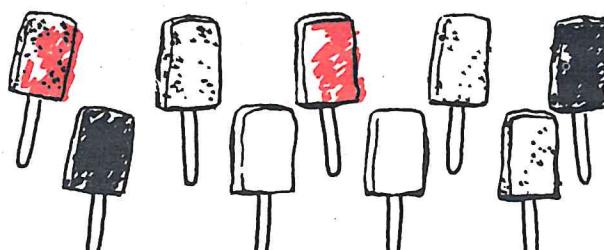
Do you see nine 9's?

9

Nine 9's are \_\_\_\_.

$\underline{\times 9}$

$$9 \times 9 = \underline{\quad}$$



4. Find the products:

a	b	c	d	e	f	g	h	i
1	9	9	8	9	7	6	9	4
9	9	5	9	2	9	9	3	9

## Lesson 22 — DIVIDING BY NINE

1. In the school auditorium there are nine seats in each row.

**Draw a line around each group of 9 to show how many rows of seats are needed for 18 visitors:**

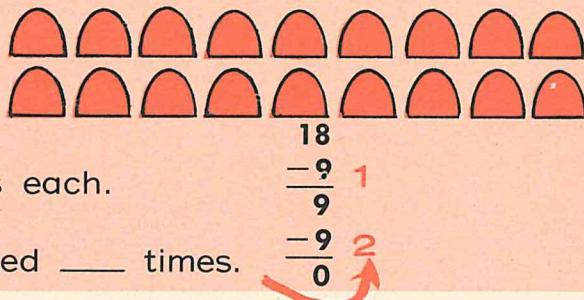
How many 9's in 18?  $\underline{\quad}$   $9 \overline{) 18}$

$$18 \div 9 = \underline{\quad} \quad 9 \times \underline{\quad} = 18$$

18 visitors need  $\underline{\quad}$  rows of 9 seats each.

**Check by subtracting 9's:**

Begin with 18. Nine can be subtracted  $\underline{\quad}$  times.



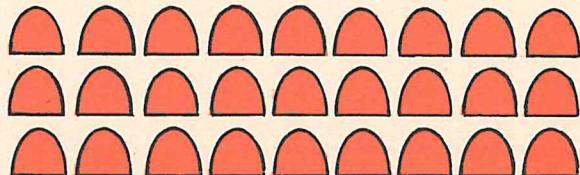
$$\begin{array}{r} 18 \\ - 9 \\ \hline 9 \\ - 9 \\ \hline 0 \end{array}$$

2. The kindergarten class needs 27 seats. There are 9 seats in a row.

How many rows do they need?  $\underline{\quad}$  **Draw a line around each group of 9:**

How many 9's in 27?  $\underline{\quad}$

$$27 \div 9 = \underline{\quad} \quad 9 \times \underline{\quad} = 27 \quad 9 \overline{) 27}$$



UNIT 2

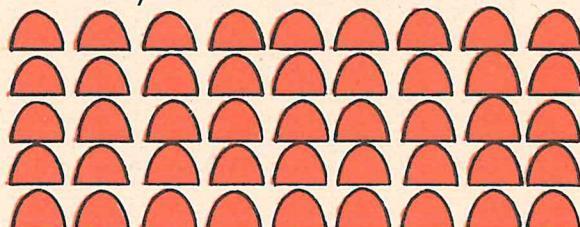
**Check your answer by subtracting:**

3. There are 45 first-grade children. Find how many rows of 9 seats each they need. **Draw a line around each group of 9:**

How many 9's in 45?  $\underline{\quad}$

$$45 \div 9 = \underline{\quad} \quad 9 \times \underline{\quad} = 45 \quad 9 \overline{) 45}$$

$\underline{\quad}$  rows are needed for 45 children.



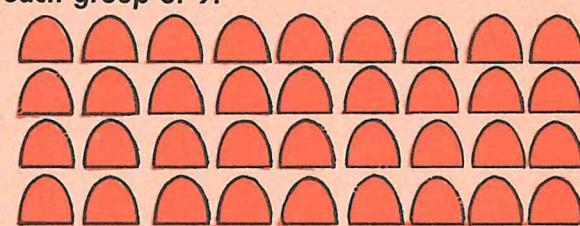
4. Find how many rows of 9 seats each it will take to seat the 36 second-grade children. **Draw a line around each group of 9:**

How many 9's in 36?  $\underline{\quad}$

$$36 \div 9 = \underline{\quad} \quad 9 \times \underline{\quad} = 36 \quad 9 \overline{) 36}$$

It will take  $\underline{\quad}$  rows for 36 children.

**Check your answer by subtracting:**

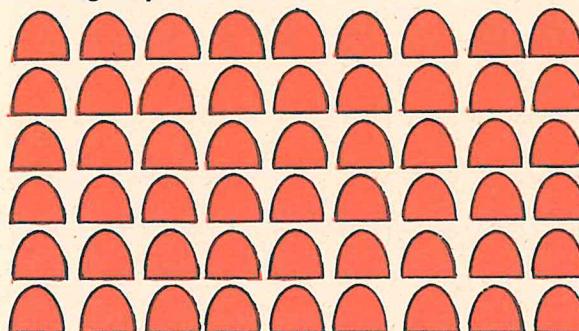


5. There are 54 fifth-grade children. How many rows of 9 seats each do they need?  $\underline{\quad}$  **Draw a line around each group of 9:**

How many 9's are in 54?  $\underline{\quad}$

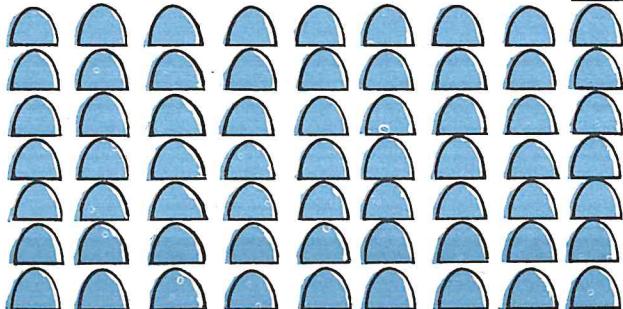
$$54 \div 9 = \underline{\quad}$$

$$9 \times \underline{\quad} = 54 \quad 9 \overline{) 54}$$

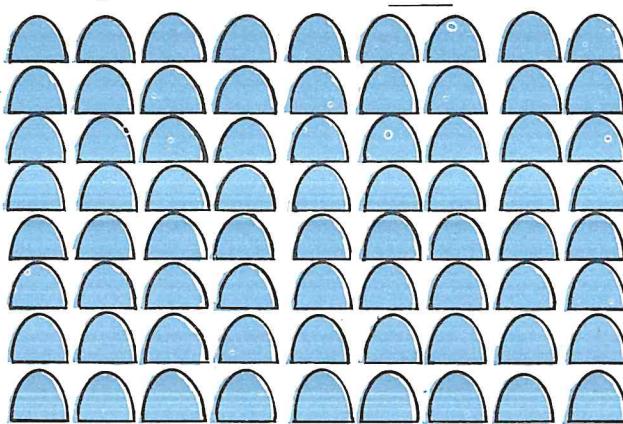


## Lesson 23 — MORE DIVIDING BY NINE

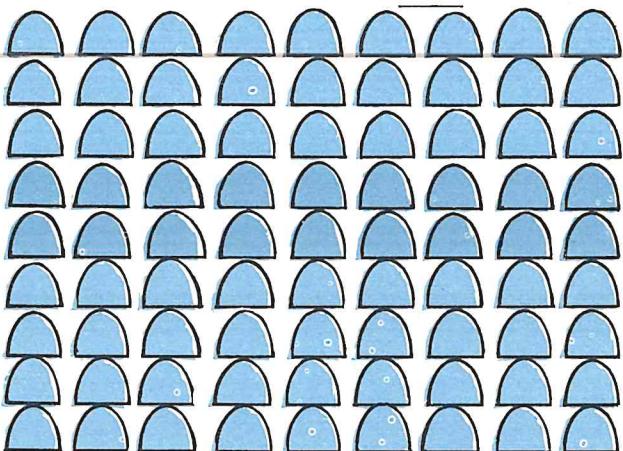
1. There are 63 fourth-grade children. How many rows of seats with 9 in a row are needed for them? \_\_\_\_\_



2. How many rows of seats with 9 in a row will be needed for the 72 sixth-grade children? \_\_\_\_\_



3. Jim counted 81 seats that were not used. How many rows of 9 seats each were not used? \_\_\_\_\_



4. Write the quotients:

a

b

c

d

e

f

g

h

i

$9 \overline{) 81}$

$9 \overline{) 27}$

$9 \overline{) 72}$

$9 \overline{) 63}$

$9 \overline{) 45}$

$9 \overline{) 9}$

$9 \overline{) 36}$

$9 \overline{) 18}$

$9 \overline{) 54}$

Draw a line around each group of 9:

How many 9's are in 63? \_\_\_\_\_

$9 \times \underline{\quad} = 63$

$63 \div 9 = \underline{\quad} \quad 9 \overline{) 63}$

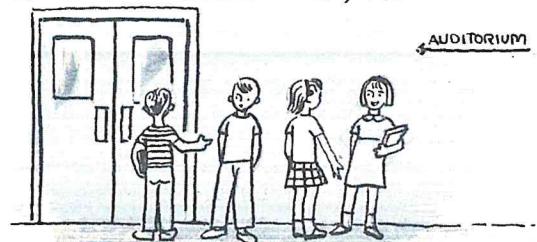
2. How many rows of seats with 9 in a row will be needed for the 72 sixth-grade children? \_\_\_\_\_

Draw a line around each group of 9:

How many 9's are in 72? \_\_\_\_\_

$9 \times \underline{\quad} = 72$

$72 \div 9 = \underline{\quad} \quad 9 \overline{) 72}$



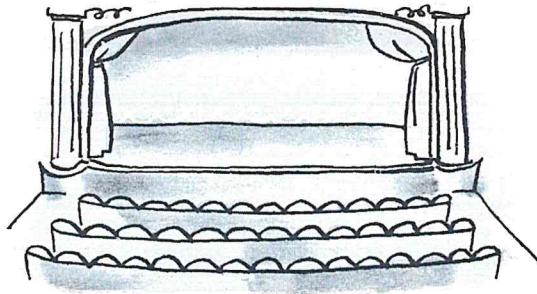
3. Jim counted 81 seats that were not used. How many rows of 9 seats each were not used? \_\_\_\_\_

Draw a line around each group of 9:

How many 9's are in 81? \_\_\_\_\_

$9 \times \underline{\quad} = 81$

$81 \div 9 = \underline{\quad} \quad 9 \overline{) 81}$



## Lesson 24 — ABOUT ONE

### 1. Find the products:

a	b	c	d	e	f	g	h
1	1	1	1	1	1	1	1
2	3	5	9	7	6	4	8

When 1 is multiplied by a number, the product is that number. We can write this fact for any number this way:  $n \times 1 = n$ . The letter  $n$  stands for any number.

### 2. Find these products: (Remember that $3 \times 1 = 1 \times 3$ , $1 \times 5 = 5 \times 1$ , or $n \times 1 = 1 \times n$ .)

a	b	c	d	e	f	g	h
3	5	8	2	4	9	7	6
1	1	1	1	1	1	1	1

### 3. Find the quotients:

UNIT 2

a	b	c	d	e	f	g	h
$9 \overline{) 9}$	$3 \overline{) 3}$	$6 \overline{) 6}$	$5 \overline{) 5}$	$2 \overline{) 2}$	$7 \overline{) 7}$	$8 \overline{) 8}$	$4 \overline{) 4}$

Whenever a number is divided by itself, the quotient is 1. Our way for writing this fact for any number, except zero, is  $n \div n = 1$ . We cannot divide by zero.

### 4. Find the quotients. The first one is worked for you:

a	b	c	d	e	f	g
8						
$1 \overline{) 8}$	$1 \overline{) 5}$	$1 \overline{) 7}$	$1 \overline{) 6}$	$1 \overline{) 9}$	$1 \overline{) 3}$	$1 \overline{) 2}$

You multiply or divide larger numbers by 1 in the same way.

### 5. Find the products:

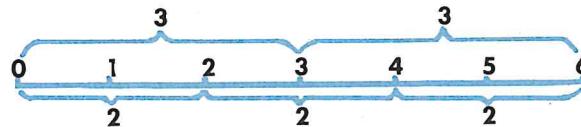
a	b	c	d	e	f	g
136	572	27	999	2435	111	33
1	1	1	1	1	1	1

### 6. Find the quotients:

a	b	c	d	e	f
$254 \overline{) 254}$	$1 \overline{) 783}$	$86 \overline{) 86}$	$5924 \overline{) 5924}$	$492 \overline{) 492}$	$1 \overline{) 6778}$



## Lesson 25 — FACTORS



The picture and the number line both show that two 3's are 6, and that three 2's are also 6.  $2 \times 3 = 6$   $3 \times 2 = 6$

Remember that the answer in a multiplication problem is the **product**. Each of the numbers multiplied is called a **factor** of the product. In the problem  $2 \times 3 = 6$  the product is 6 and the factors are 2 and 3.

Remember that  $n \times 1 = n$ . The product of any number multiplied by 1 is that number. Therefore 1 is a factor of every product.

1. In the problem:  $2 \times 5 = 10$ , the product is \_\_\_\_.

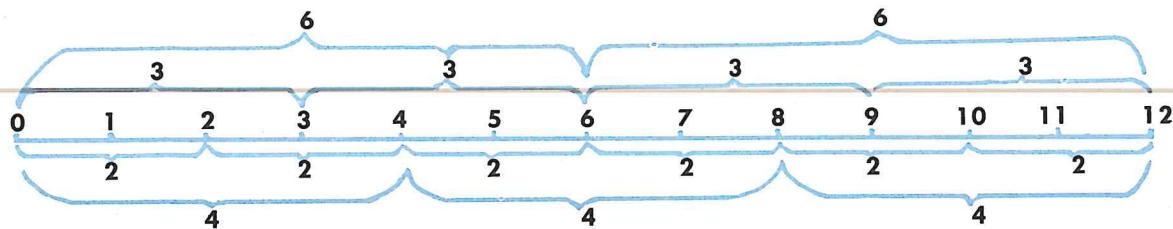
The factors are \_\_\_\_ and \_\_\_\_.

2 UNIT

**In the following problems give the factors not including 1: Write the factors of these products:**

	a	b	c	d	
Product	Factors	Product	Factors	Product	Factors
2. 9	____	10	____	14	____
3. 35	____	25	____	49	____

On the number line do you see: Six 2's? Four 3's? Three 4's? Two 6's?



The number line shows that 2 and 6 are factors of 12, and that 4 and 3 are also factors of 12.

4. Write the products:

a	b	c	d
$2 \times 9 =$ ____	$9 \times 2 =$ ____	$3 \times 6 =$ ____	$6 \times 3 =$ ____

5. On the number line show that 2 and 9 are factors of 18. Find another pair of factors of 18: \_\_\_\_



## Lesson 26 — MULTIPLICATION FACTS

Write the products as rapidly as you can:

a	b	c	d	e	f	g	h	i
1. $\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	8	9	2	4	3	4	5	7
	<u>2</u>	<u>1</u>	<u>6</u>	<u>4</u>	<u>5</u>	<u>2</u>	<u>5</u>	<u>2</u>
2. $\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$	2	4	2	2	3	5	9	1
	<u>4</u>	<u>3</u>	<u>7</u>	<u>3</u>	<u>3</u>	<u>4</u>	<u>7</u>	<u>4</u>
3. $\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	5	3	2	2	6	3	9	6
	<u>2</u>	<u>2</u>	<u>2</u>	<u>5</u>	<u>5</u>	<u>6</u>	<u>2</u>	<u>2</u>
4. $\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	7	1	5	6	3	7	4	9
	<u>3</u>	<u>7</u>	<u>7</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>5</u>	<u>9</u>
5. $\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	2	6	5	7	6	3	7	3
	<u>1</u>	<u>4</u>	<u>9</u>	<u>7</u>	<u>6</u>	<u>8</u>	<u>1</u>	<u>9</u>
6. $\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	1	8	6	4	9	7	5	9
	<u>2</u>	<u>3</u>	<u>7</u>	<u>8</u>	<u>3</u>	<u>6</u>	<u>1</u>	<u>5</u>
7. $\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$	5	5	1	4	8	4	4	8
	<u>8</u>	<u>6</u>	<u>5</u>	<u>7</u>	<u>5</u>	<u>1</u>	<u>9</u>	<u>8</u>
8. $\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$	1	8	8	1	9	1	8	6
	<u>8</u>	<u>1</u>	<u>6</u>	<u>3</u>	<u>4</u>	<u>6</u>	<u>9</u>	<u>1</u>
9. $\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$	9	8	5	6	9	7	6	8
	<u>8</u>	<u>4</u>	<u>1</u>	<u>8</u>	<u>6</u>	<u>9</u>	<u>9</u>	<u>7</u>

UNIT 2

Find the multiplication facts on p. 160 for those you missed. Make self-study cards for the facts you do not know by putting the problem on the front and the product on the back.

## Lesson 27 — DIVISION FACTS

Find the quotients as rapidly as you can:

a

b

c

d

e

f

g

h

$$1. 5 \overline{) 15} \quad 7 \overline{) 7} \quad 8 \overline{) 32} \quad 6 \overline{) 6} \quad 5 \overline{) 35} \quad 9 \overline{) 18} \quad 8 \overline{) 16} \quad 4 \overline{) 20}$$

$$2. 3 \overline{) 12} \quad 9 \overline{) 27} \quad 3 \overline{) 18} \quad 4 \overline{) 16} \quad 3 \overline{) 3} \quad 2 \overline{) 2} \quad 7 \overline{) 21} \quad 3 \overline{) 21}$$

$$3. 5 \overline{) 20} \quad 6 \overline{) 36} \quad 9 \overline{) 81} \quad 7 \overline{) 14} \quad 2 \overline{) 16} \quad 2 \overline{) 8} \quad 5 \overline{) 40} \quad 2 \overline{) 12}$$

2 UNIT

$$4. 2 \overline{) 14} \quad 2 \overline{) 6} \quad 5 \overline{) 10} \quad 5 \overline{) 25} \quad 3 \overline{) 9} \quad 2 \overline{) 10} \quad 8 \overline{) 56} \quad 9 \overline{) 63}$$

$$5. 2 \overline{) 4} \quad 4 \overline{) 36} \quad 4 \overline{) 12} \quad 6 \overline{) 54} \quad 9 \overline{) 36} \quad 7 \overline{) 42} \quad 8 \overline{) 64} \quad 8 \overline{) 48}$$

$$6. 7 \overline{) 63} \quad 6 \overline{) 48} \quad 8 \overline{) 8} \quad 4 \overline{) 24} \quad 7 \overline{) 49} \quad 8 \overline{) 40} \quad 8 \overline{) 72} \quad 3 \overline{) 24}$$

$$7. 9 \overline{) 72} \quad 9 \overline{) 9} \quad 8 \overline{) 24} \quad 4 \overline{) 32} \quad 6 \overline{) 24} \quad 2 \overline{) 18} \quad 9 \overline{) 45} \quad 3 \overline{) 27}$$

$$8. 6 \overline{) 30} \quad 7 \overline{) 35} \quad 3 \overline{) 6} \quad 4 \overline{) 8} \quad 7 \overline{) 28} \quad 5 \overline{) 5} \quad 6 \overline{) 42} \quad 5 \overline{) 45}$$

$$9. 6 \overline{) 12} \quad 7 \overline{) 56} \quad 4 \overline{) 4} \quad 5 \overline{) 30} \quad 3 \overline{) 15} \quad 9 \overline{) 54} \quad 4 \overline{) 28} \quad 6 \overline{) 18}$$

Find the division facts on p. 160 for those that you missed. Make self-study cards for the facts you do not know by putting the problem on the front and the quotient on the back.

## Lesson 28 — TEST YOURSELF

1. Find the sums:

a	b	c	d
\$4.62	367	870	400
3.86	685	500	735
<u>2.28</u>	<u>38</u>	<u>239</u>	<u>298</u>

2. Find the differences:

a	b	c	d
\$4.58	725	158	246
<u>2.08</u>	<u>375</u>	<u>99</u>	<u>187</u>

Find the products:

a	b	c	d	e	f	g	h	i	j	k
3. 1	8	3	4	6	9	6	7	2	1	8
<u>4</u>	<u>4</u>	<u>5</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>5</u>	<u>9</u>	<u>4</u>	<u>6</u>	<u>2</u>

4. 5	7	7	1	5	2	5	2	8	4	8
<u>2</u>	<u>3</u>	<u>8</u>	<u>9</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>4</u>	<u>8</u>

5. 5	3	3	6	3	4	4	1	6	9	9
<u>3</u>	<u>6</u>	<u>8</u>	<u>9</u>	<u>4</u>	<u>7</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>9</u>	<u>5</u>

UNIT 2

Find the quotients:

a	b	c	d	e	f	g	h	i
6. 2)2	3)12	4)20	5)25	6)18	2)16	4)36	7)7	8)72

7. 7)28	3)18	8)32	9)27	2)8	6)6	7)63	9)18	3)27
---------	------	------	------	-----	-----	------	------	------

8. 4)32	3)24	2)18	9)9	8)64	8)56	7)42	9)81	6)36
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9. 4)28	5)35	6)54	8)16	7)35	5)10	5)5	5)40	9)36
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Write the missing numbers:

a	b	c	d
10. $2 \times \underline{\quad} = 12$	$6 \times \underline{\quad} = 18$	$8 \times \underline{\quad} = 40$	$5 \times \underline{\quad} = 35$
11. $4 \times 3 = 3 \times \underline{\quad}$	$5 + 6 + 6 = \underline{\quad}$	$3 \times 5 = 5 \times \underline{\quad}$	$9 + 5 + 5 = \underline{\quad}$
12. $5 \times 6 = 6 \times \underline{\quad}$	$7 + 5 + 5 = \underline{\quad}$	$4 \times 7 = 7 \times \underline{\quad}$	$8 + 6 + 6 = \underline{\quad}$

13. Write the numbers as you count by 50's: 100 \_\_\_\_\_

14. Write the numbers as you count by 100's: 389 \_\_\_\_\_

## Lesson 1 – MULTIPLYING LARGER NUMBERS

1. Jim skated across the width of the school playground 3 times. The playground is 132 feet wide. How many feet did Jim skate?

**Multiply:**  $132 = 1$  hundred, 3 tens, 2 ones

$$\begin{array}{r} \times 3 \\ \times 3 \end{array}$$

× 3

3 hundreds, 9 tens, 6 ones = 396

2. Sue skated across the width of the same playground, which is 132 feet long, 2 times. How many feet did Sue skate?

## Work Space

132

×2

3. Jim skated along the length of the playground 2 times. The playground is 234 feet long. How many feet did Jim skate?

4. Jim and Sue live in the same block. The distance between their houses is 321 feet. If Sue skated the distance between the houses 3 times, how far did she skate?

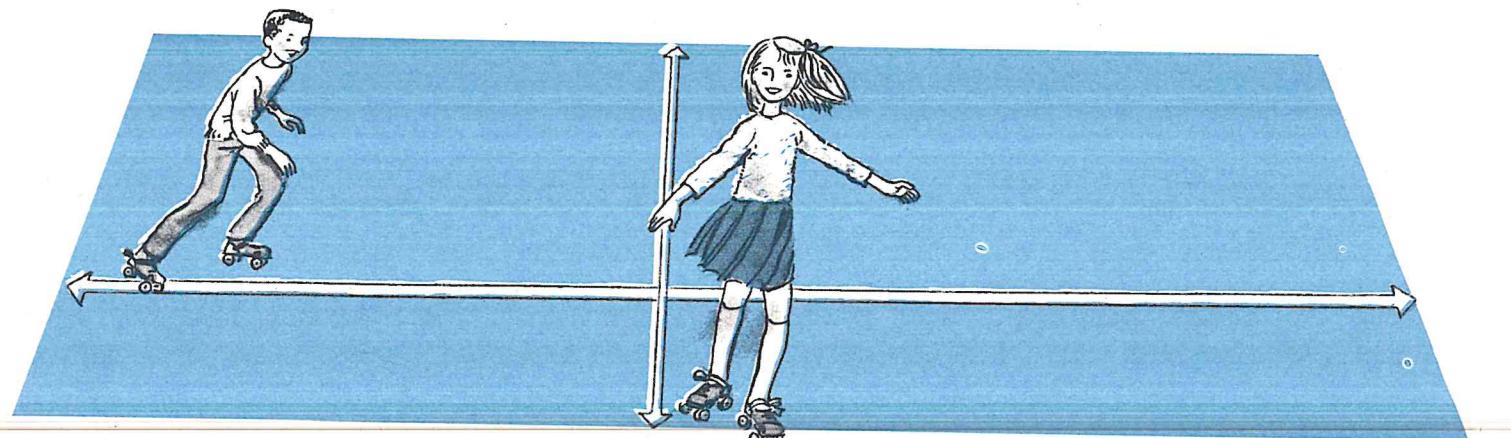
3 UNIT

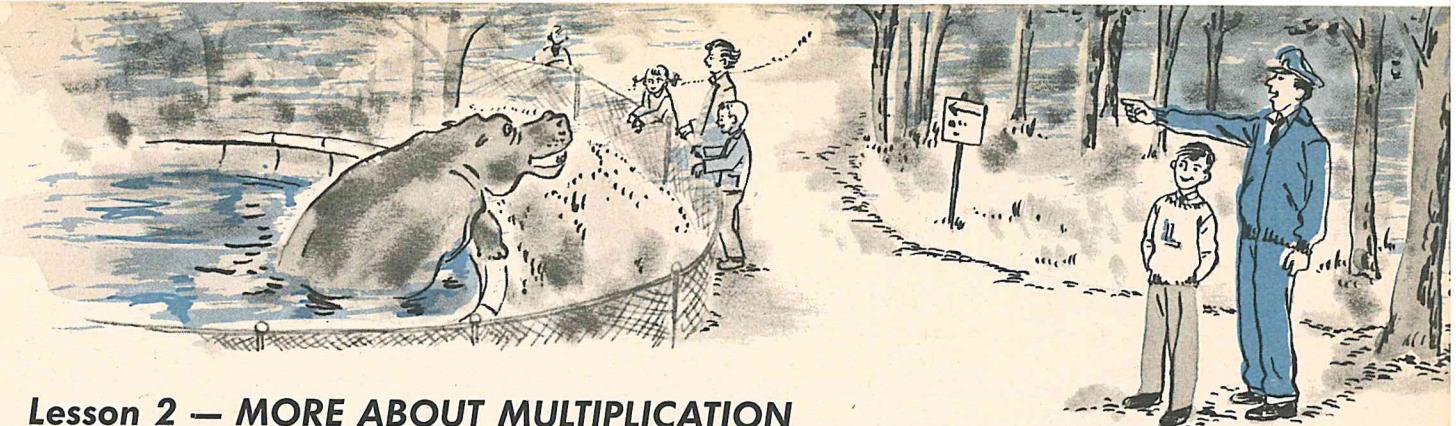
### **Write the products:**

a	b	c	d	e	f	g	h
5.    3	44	212	11	231	11	212	11
3	2	4	5	3	6	4	7

$$\begin{array}{r}
 6. \quad 11 & 31 & 142 & 132 & 22 & 231 & 234 & 32 \\
 & 8 & 3 & 2 & 2 & 4 & 3 & 2 & 3
 \end{array}$$

$$\begin{array}{r}
 7. \quad \begin{array}{r} 21 \\ \hline 4 \end{array} \quad \begin{array}{r} 122 \\ \hline 4 \end{array} \quad \begin{array}{r} 432 \\ \hline 2 \end{array} \quad \begin{array}{r} 11 \\ \hline 9 \end{array} \quad \begin{array}{r} 13 \\ \hline 3 \end{array} \quad \begin{array}{r} 331 \\ \hline 3 \end{array} \quad \begin{array}{r} 31 \\ \hline 1 \end{array} \quad \begin{array}{r} 112 \\ \hline 4 \end{array}
 \end{array}$$





## Lesson 2 — MORE ABOUT MULTIPLICATION

1. Nancy counted 16 children standing in line to ride the merry-go-round. There were 2 times that number riding. How many children were riding the merry-go-round? \_\_\_\_\_

To find how many children were riding, multiply 16 by 2.

2. There were 14 children riding the ponies at the park and 3 times that number waiting to ride. How many children were waiting to ride the ponies? \_\_\_\_\_

3. The zoo keeper told Jim there were 19 large animals in the zoo and 5 times that number of small animals. How many small animals were there in the zoo? \_\_\_\_\_

To find the number of small animals in the zoo, multiply 19 by 5.

4. The children came to the park in 4 school buses. If 24 children rode in each bus, how many children came to the park? \_\_\_\_\_

$$\begin{array}{r}
 16 = 1 \text{ ten } 6 \text{ ones} \\
 \times 2 = \quad \quad \quad \times 2 \\
 \hline
 2 \text{ tens } 12 \text{ ones or} \\
 3 \text{ tens } 2 \text{ ones} = 32
 \end{array}$$

Work Space

$$\begin{array}{r}
 19 = 1 \text{ ten } 9 \text{ ones} \\
 \times 5 = \quad \quad \quad \times 5 \\
 \hline
 5 \text{ tens } 45 \text{ ones or} \\
 9 \text{ tens } 5 \text{ ones} = 95
 \end{array}$$

Work Space

UNIT 3

### Multiply:

a	b	c	d	e	f	g
5. $\begin{array}{r} 25 \\ \times 3 \\ \hline \end{array}$	14	24	17	1	10	11
	7	4	5	6	8	9

6. $\begin{array}{r} 23 \\ \times 4 \\ \hline \end{array}$	14	12	1	48	3	9
	5	8	6	2	7	9

7. $\begin{array}{r} 29 \\ \times 3 \\ \hline \end{array}$	12	15	18	14	8	17
	7	4	5	6	8	4



## Lesson 3 — MULTIPLYING TWO-PLACE NUMBERS

1. Mr. Smith sells 98 quarts of milk each morning. How many quarts of milk does he sell in 2 mornings? To find the answer, multiply 98 by 2. Mary, Jim, and Betty worked the problem in different ways.

$$\begin{array}{r}
 98 (90 + 8) \\
 \times 2 \\
 \hline
 16 (2 \times 8) \\
 180 (2 \times 90) \\
 \hline
 196
 \end{array}$$

*Mary's way* ↑

$$\begin{array}{r}
 98 = 9 \text{ tens } 8 \text{ ones} \\
 \times 2 \qquad \qquad \times 2 \\
 \hline
 196 = 18 \text{ tens } 16 \text{ ones} \\
 \qquad \qquad \qquad \text{or} \\
 \qquad \qquad \qquad 19 \text{ tens } 6 \text{ ones} \\
 \qquad \qquad \qquad \text{or} \\
 \qquad \qquad \qquad 1 \text{ hundred, } 9 \text{ tens } 6 \text{ ones} = 196
 \end{array}$$

*Jim's way* ↑

$$\begin{array}{r}
 98 \qquad 2 \times 8 \text{ ones} = 16 \text{ ones} \\
 \times 2 \qquad 16 \text{ ones} = 1 \text{ ten, } 6 \text{ ones} \\
 \hline
 196 \qquad \text{Write 6 in the ones' place.} \\
 \qquad \qquad \qquad \text{Add the ten to the other tens.} \\
 \qquad \qquad \qquad 2 \times 9 \text{ tens} = 18 \text{ tens} \\
 \qquad \qquad \qquad 18 \text{ tens} + 1 \text{ ten} = 19 \text{ tens} \\
 \qquad \qquad \qquad 19 \text{ tens} = 1 \text{ hundred, } 9 \text{ tens} \\
 \qquad \qquad \qquad \text{Write 9 in the tens' place.} \\
 \qquad \qquad \qquad \text{Write 1 in the hundreds' place.}
 \end{array}$$

*Betty's way* ↗

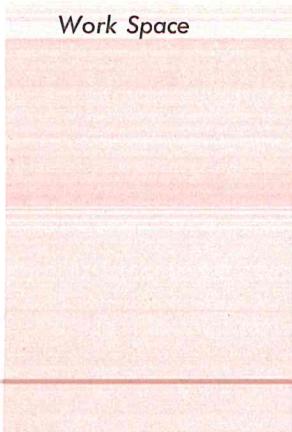
2. Mr. Smith made 95 stops each day on his milk route. How many stops did he make in 3 days?

3 UNIT

To find the answer, multiply  $95 \times 3$ .

3. Mrs. Smith sells 25 pounds of butter a week. How many pounds of butter does she sell in 7 weeks?

4. Mr. Smith sells 86 bottles of cream each week. How many bottles does he sell in 4 weeks?



**Find the products:**

a	b	c	d	e	f	g	h	i
5. 89	84	85	73	85	36	46	71	86
2	3	5	4	6	7	4	3	8
6. 53	27	64	59	92	52	95	99	94
2	9	3	3	6	5	3	4	5
7. 49	48	59	96	86	64	78	37	71
8	7	2	3	4	9	2	1	8
8. 72	86	88	83	38	73	49	94	66
5	2	3	6	9	8	7	4	7

## Lesson 4 — MULTIPLYING THREE-PLACE NUMBERS

1. Mary has 187 stamps. Jim said that he and Betty had twice as many. Mary found out how many the other two had, but Jim said there was a shorter way to find out. Betty said she knew an even easier way to work the problem.

*Mary's Way*

$$\begin{array}{r}
 187 = 1 \text{ hundred, } 8 \text{ tens, } 7 \text{ ones} \\
 \times 2 \\
 \hline
 2 \text{ hundreds, } 16 \text{ tens, } 14 \text{ ones} \\
 \text{or} \\
 2 \text{ hundreds, } 17 \text{ tens, } 4 \text{ ones} \\
 \text{or} \\
 3 \text{ hundreds, } 7 \text{ tens, } 4 \text{ ones} = 374
 \end{array}$$

Did each one get the same answer?

Do you understand each one's way?

*Jim's way*

$$\begin{array}{r}
 187 \\
 \times 2 \\
 \hline
 14 \text{ (2} \times 7 \text{ ones)} \\
 160 \text{ (2} \times 8 \text{ tens)} \\
 200 \text{ (2} \times 1 \text{ hundred)} \\
 374
 \end{array}$$

*Betty's Way*

$187$        $2 \times 7$  ones = 14 ones.  
 $\times 2$       14 ones = 1 ten, 4 ones.  
 $374$       Write the 4 in the ones' place.  
 Write the 4 in the ones' place.  
 Add the ten to the other tens.  
 $2 \times 8$  tens = 16 tens.  
 $16$  tens + 1 ten = 17 tens.  
 $17$  tens = 1 hundred, 7 tens.  
 Write 7 in the tens' place.  
 $2 \times 1$  = 2 hundreds  
 Add the 2 to the 1 hundred  
 $2 + 1 = 3$  hundred  
 Write 3 in the hundreds' place.

UNIT 3

2. Bob has 128 stamps. His uncle has 7 times as many. How many does Bob's uncle have? \_\_\_\_\_

Work Space

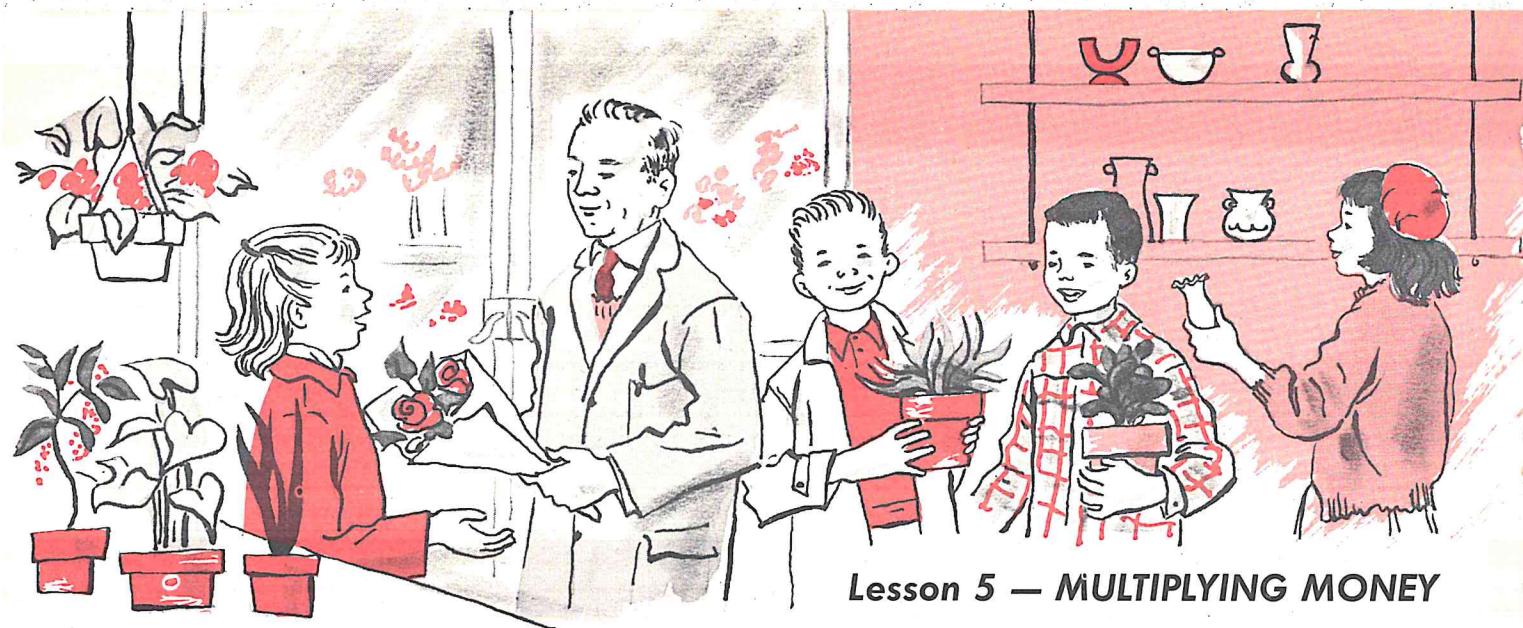
3. Bill has 165 stamps. Tom has 4 times as many. How many stamps does Tom have? \_\_\_\_\_

**Multiply:**

a	b	c	d	e	f	g
4. 124	247	132	163	156	121	127
<u>3</u>	<u>2</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>8</u>	<u>7</u>
5. 119	148	112	78	132	145	298
<u>6</u>	<u>5</u>	<u>8</u>	<u>9</u>	<u>7</u>	<u>4</u>	<u>3</u>

TOP SCORE: 16    MY SCORE: \_\_\_\_\_





## Lesson 5 — MULTIPLYING MONEY

Dollars and cents are multiplied the same as other numbers are multiplied. A point and a dollar sign must be placed in the answer. There should always be 2 numbers after the point.

3 UNIT

1. Bob bought 5 plants for gifts. He paid \$1.25 \$1.25 for each plant.  $\times 5$   
What did he pay for the 5 plants? \_\_\_\_\_

2. Jim bought 3 potted plants. Each plant cost \$1.75. How much did Jim pay for plants? \_\_\_\_\_

Before multiplying amounts less than one dollar, write the amount with a dollar sign and a point.

3. Sue bought a rose for Aunt Mary and another \$0.75 one for Aunt Ann. The  $\times 2$   
roses cost 75¢ each. \$1.50  
How much did the 2 roses cost? \_\_\_\_\_

4. Jane bought little pink vases for 5 of her best friends. The vases cost 25¢ each. How much did the 5 vases cost? \_\_\_\_\_

5. Place the dollar signs and points where they belong:

The dollar sign and the point are missing in each of these products.

\$1.65	\$1.98	\$2.37	\$3.58
5	4	3	2
8 2 5	7 9 2	7 1 1	7 1 6

6. Find the products:

a	b	c	d	e	f	g	h
\$ .34	\$2.69	\$1.83	\$1.96	\$4.97	\$ .69	\$1.77	\$2.56
2	3	4	5	2	4	5	3

## Lesson 6 – MULTIPLYING WITH ZEROS

1. Jerry bought 3 packages of flower seed. Each package had 120 seeds. How many seeds were in the 3 packages? \_\_\_\_\_

To find how many seeds were in 3 packages, add  $120 + 120 + 120$   $\longrightarrow$

$$\begin{array}{r}
 120 \\
 120 \\
 120 \\
 \hline
 360
 \end{array}$$

or multiply 120 by 3

$$\begin{array}{r}
 120 = 1 \text{ hundred, 2 tens, 0 ones} \\
 \times 3 \\
 \hline
 \end{array}$$

3 hundreds, 6 tens, 0 ones = 360

$$0 + 0 + 0 = 0$$

or

Three 0's are 0.

$$3 \times 0 = 0$$

Write 0 in ones' place.

Zero multiplied by any number is zero. We can write this fact for any number this way:  $n \times 0 = 0$ . You know that  $3 \times 2 = 2 \times 3$ , and so on. Since  $n \times 0 = 0$ , then  $0 \times n = 0$  also.

2. How many are  $0 + 0 + 0 + 0$ ? \_\_\_\_\_

How many are four 0's? \_\_\_\_\_

4. Ann bought 3 packages of seeds. Each package had 108 seeds. How many seeds were in the 3 packages? \_\_\_\_\_

3. Ned bought 4 sacks of marbles. There were 150 marbles in each sack. How many marbles were in the four sacks? \_\_\_\_\_

Work Space

UNIT 3

$$\begin{array}{r}
 108 = 1 \text{ hundred, 0 tens, 8 ones} \\
 \times 3 \\
 \hline
 \end{array}$$

3 hundreds, 0 tens, 24 ones or

3 hundreds, 2 tens, 4 ones = 324

$$3 \times 108 = 324$$

Find the products:

a	b	c	d	e	f	g	h
5. $490$	$130$	$160$	$130$	$130$	$280$	$110$	$110$
$\underline{2}$	$\underline{6}$	$\underline{4}$	$\underline{7}$	$\underline{5}$	$\underline{3}$	$\underline{8}$	$\underline{9}$

a	b	c	d	e	f	g	h
6. $302$	$206$	$105$	$407$	$109$	$204$	$203$	$108$
$\underline{2}$	$\underline{3}$	$\underline{8}$	$\underline{5}$	$\underline{6}$	$\underline{7}$	$\underline{4}$	$\underline{9}$

TOP SCORE: 21 MY SCORE: \_\_\_\_\_



## Lesson 7 — PRACTICE

Find the sums:

	a	b	c	d	e	f	g	h	i	j	k	l
1.	3	3	5	8	6	7	6	8	9	3	4	5
	8	7	4	7	5	9	7	4	5	4	9	3
	4	8	3	9	9	6	4	5	7	6	8	2

	a	b	c	d	e	f	g	h
2.	73	25	215	156	147	34	53	502
	34	65	350	408	528	29	28	409
	33	94	438	803	403	25	29	793

3.	5432	4090	1926	5907	6450	4941	5070	4872
	1729	2390	6482	4009	3679	2412	2390	3412

Find the differences:

3 UNIT	4.	a	b	c	d	e	f	g	h	i	j
		15	90	79	68	34	17	80	86	94	59
		8	30	34	28	20	9	60	32	30	29

	a	b	c	d	e	f	g	h
5.	640	964	853	547	708	930	762	607
	226	391	497	209	368	419	284	387

6.	4607	8070	9007	7843	6504	9060	8005	8734
	2752	4390	3968	2009	1781	3480	3757	4009

Find the products:

	a	b	c	d	e	f	g	h
7.	23	45	89	67	80	29	38	69
	2	9	4	7	8	4	5	9

8.	34	120	179	108	197	146	140	51
	9	8	5	5	5	6	7	8

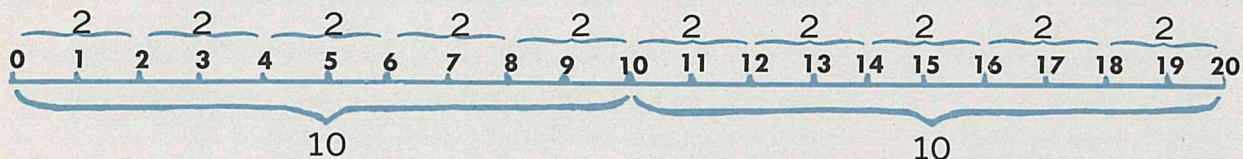
9.	197	305	331	130	30	226	237	192
	4	3	2	7	9	4	3	2

## Lesson 8 – MULTIPLYING BY TENS AND HUNDREDS

**1. Count and write by 10's to 100:**

**Write the missing numbers:**

<b>a</b>	<b>b</b>	<b>c</b>
2. One 10 is ____.	Two 10's are ____.	Four 10's are ____.
3. Seven 10's are ____.	Five 10's are ____.	Nine 10's are ____.



The number line shows that two 10's are the same as ten 2's. Since  $2 \times 10 = 20$  and  $10 \times 2 = 20$ , do you see that  $2 \times 10 = 10 \times 2$ ?

**4. Find the products. The first one is worked for you:**

a	b	c	d	e	f	g	h	i
$\frac{4}{10}$	$\frac{2}{10}$	$\frac{3}{10}$	$\frac{7}{10}$	$\frac{8}{10}$	$\frac{1}{10}$	$\frac{9}{10}$	$\frac{6}{10}$	$\frac{5}{10}$

UNIT 3

5. Find the product of 20 and 3:

$\begin{array}{r} 20 = 2 \text{ tens} \\ \times 3 = \times 3 \\ \hline 60 = 6 \text{ tens} \end{array}$	$\begin{array}{r} 3 = 3 \\ \times 20 = \times 2 \text{ tens} \\ \hline \end{array}$	<p>Since <math>3 \times 20 = 60</math> and <math>20 \times 3 = 60</math>, do you see that <math>3 \times 20 = 20 \times 3</math>?</p>
---	---	---

**6. Find the products. The first one is worked for you:**

You can multiply by 100's in the same way that you multiply by 10's.

7. Find the product of 200 and 4:  $200 = 2 \text{ hundreds}$        $4 = 4$       You can see that  $\times 4 = \times 4$        $\times 200 = \times 2 \text{ hundreds}$        $4 \times 200 = 200 \times 4$ .

**8. Find the products:**

a	b	c	d	e	f	g	h
8	3	2	7	4	1	3	2
<u>100</u>	<u>300</u>	<u>200</u>	<u>100</u>	<u>200</u>	<u>500</u>	<u>200</u>	<u>100</u>

## Lesson 9 — MULTIPLICATION BY TENS AND HUNDREDS

1. Carol's mother canned 34 jars of pickles. She counted that she could get 20 pickles in each jar. How many pickles did she can? \_\_\_\_\_

$$\begin{array}{r}
 34 = 34 \\
 \times 20 = \times 2 \text{ tens} \\
 \hline
 68 \text{ tens} = 680 \\
 2 \text{ tens} \times 34 = 680 \\
 20 \times 34 = 680
 \end{array}$$

To find the number of pickles, multiply 34 by 20. Multiplying by 20 is the same as multiplying by 2 tens. 2 tens  $\times$  34 = 68 tens. 68 tens = 680.

2. In his orchard Carol's father had 28 rows of fruit trees with 300 trees in a row. How many trees were there in the orchard? \_\_\_\_\_ To multiply a number by hundreds, follow the same steps as for tens.

$$\begin{array}{r}
 28 = 28 \\
 \times 300 = \times 3 \text{ hundreds} \\
 \hline
 8400 = 84 \text{ hundreds} \\
 3 \text{ hundreds} \times 28 = 8400 \\
 300 \times 28 = 8400
 \end{array}$$

Remember that  $300 = 3$  hundreds, and multiplying by 300 is the same as multiplying by 3 hundreds.

$$3 \text{ hundreds} \times 28 = 84 \text{ hundreds} \quad 84 \text{ hundreds} = 8400$$

**Multiply:**

**3** UNIT

	a	b	c	d	e	f	g	h	i
3.	23	23	43	43	21	21	47	14	11
	<u>3</u>	<u>30</u>	<u>2</u>	<u>20</u>	<u>4</u>	<u>40</u>	<u>200</u>	<u>500</u>	<u>800</u>
4.	32	32	47	11	14	84	23	57	39
	<u>2</u>	<u>20</u>	<u>2</u>	<u>8</u>	<u>5</u>	<u>50</u>	<u>400</u>	<u>200</u>	<u>800</u>
5.	13	21	14	11	32	58	21	42	53
	<u>6</u>	<u>80</u>	<u>7</u>	<u>70</u>	<u>9</u>	<u>80</u>	<u>700</u>	<u>300</u>	<u>600</u>
6.	28	68	58	76	35	27	78	68	39
	<u>90</u>	<u>40</u>	<u>60</u>	<u>30</u>	<u>40</u>	<u>60</u>	<u>700</u>	<u>500</u>	<u>900</u>



TOP SCORE: 29 MY SCORE: \_\_\_\_\_

## Lesson 10 — TWO-PLACE MULTIPLIERS

1. Mr. White's car will go 23 miles on a gallon of gasoline. How far can it go on 12 gallons of gasoline? \_\_\_\_\_

$$\begin{array}{r}
 23 \\
 12 \\
 \hline
 6 (2 \times 3) \\
 40 (2 \times 20) \\
 30 (10 \times 3) \\
 200 (10 \times 20) \\
 \hline
 276
 \end{array}
 \quad
 \begin{array}{r}
 23 \\
 12 \\
 \hline
 46 \\
 46 \\
 230 \\
 \hline
 276
 \end{array}$$

2. Mr. White drove to the country to buy eggs for his store. He bought 14 dozen eggs. How many are there in 14 dozen? \_\_\_\_\_

Work Space

3. Mr. White's car has a gas tank that holds 16 gallons of gasoline. If the car goes 23 miles on a gallon of gasoline, how far will it go on a full tank? \_\_\_\_\_

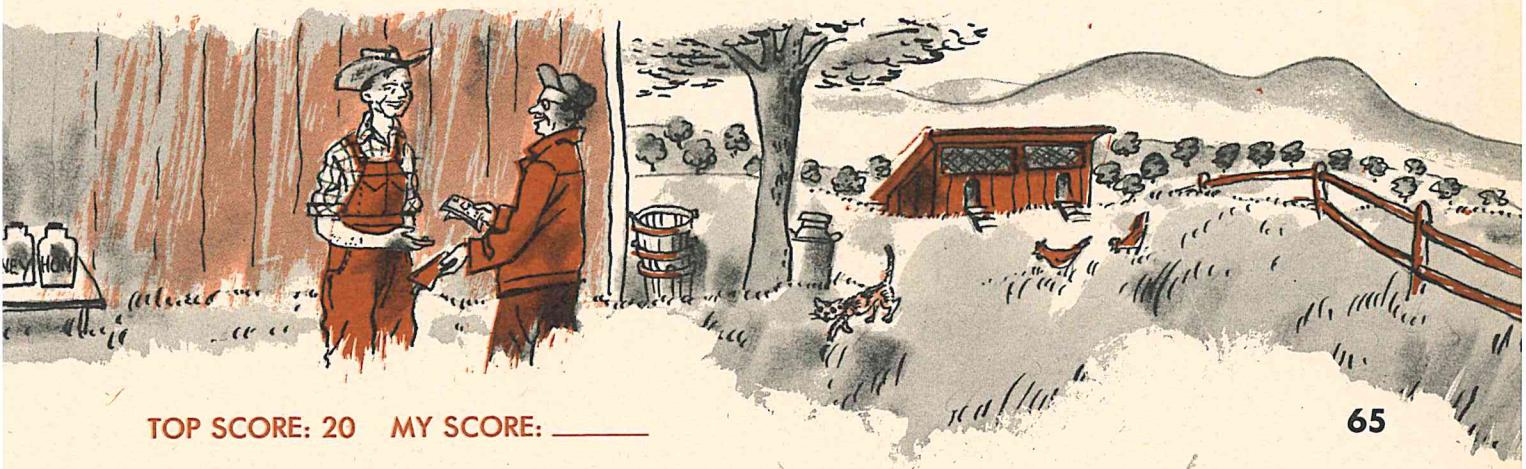
4. He also bought 13 large crates of berries. If there were 16 quarts of berries in each crate, how many quarts of berries were there in the 13 crates? \_\_\_\_\_

**Multiply:**

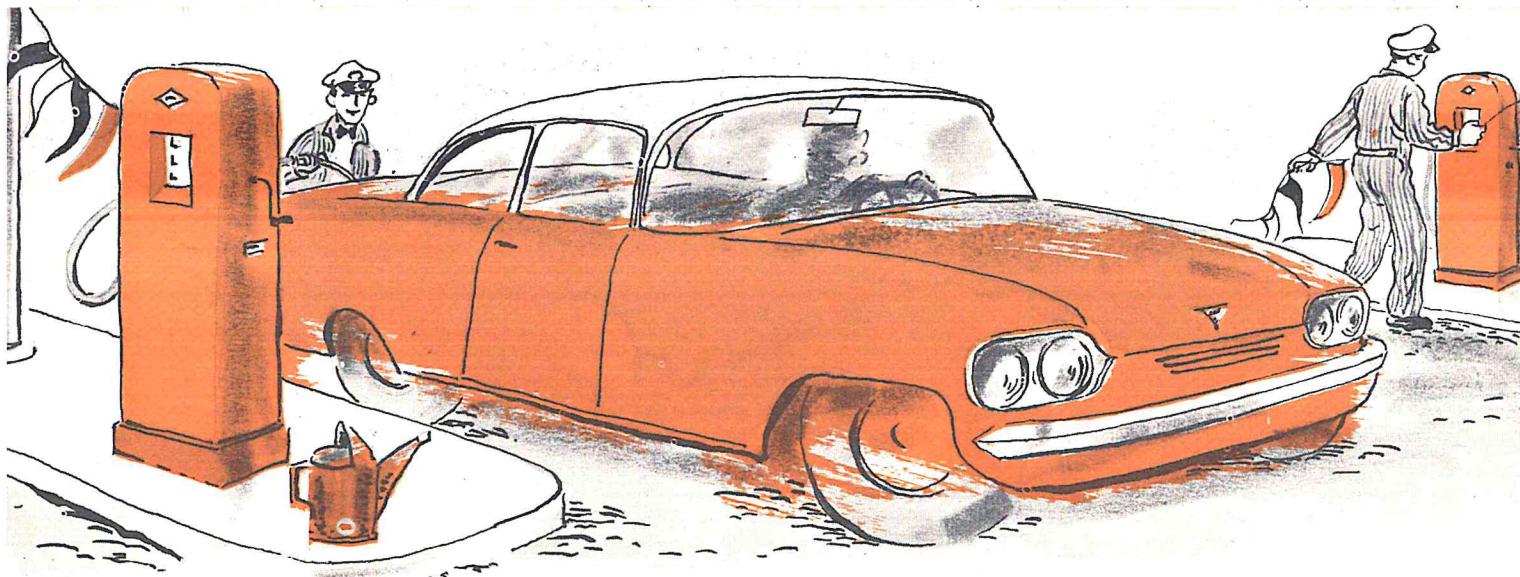
<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>
5. 37	17	14	16	45	46	25	38
<u>12</u>	<u>14</u>	<u>15</u>	<u>12</u>	<u>13</u>	<u>12</u>	<u>16</u>	<u>17</u>

UNIT 3

6. 18	46	54	18	36	27	43	23
<u>14</u>	<u>16</u>	<u>12</u>	<u>12</u>	<u>15</u>	<u>17</u>	<u>16</u>	<u>12</u>



TOP SCORE: 20 MY SCORE: \_\_\_\_\_



## Lesson 11 – THREE-PLACE MULTIPLICANDS

1. Joe's father is a salesman. He drives 124 miles each week. How many miles does Joe's father drive in 48 weeks?

$$\begin{array}{r}
 124 \\
 \times 48 \\
 \hline
 992 \quad (8 \times 124 = 992) \\
 4960 \quad (40 \times 124 = 4960) \\
 \hline
 5952
 \end{array}$$

## 3 UNIT 2

2. Henry's father drives 116 miles each week. How many miles does he drive in 23 weeks?

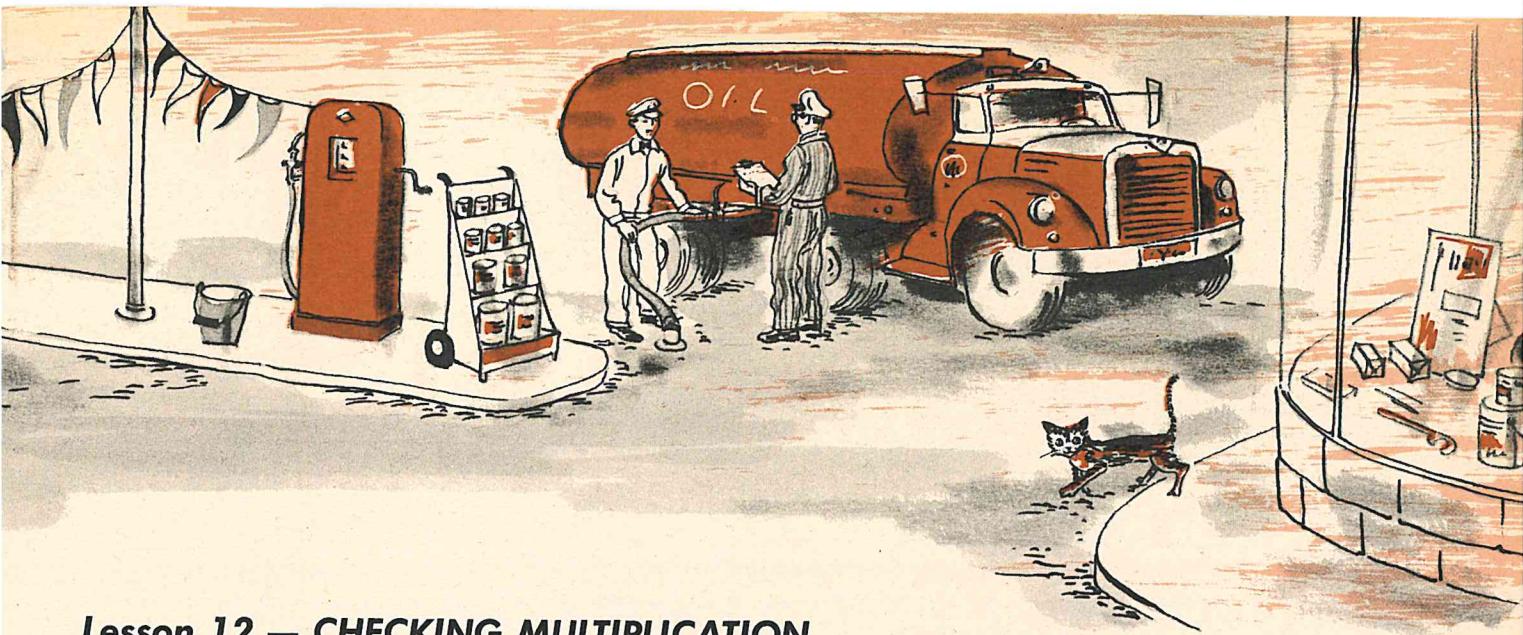
## Work Space

3. Bill's father is a salesman in a rural district. He travels 235 miles a day. How many miles does he travel in 24 days?

### **Find the products:**

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>
4. 251	347	168	195	437	287	125
29	34	67	51	29	38	43

$$\begin{array}{r}
 5. 174 & 618 & 125 & 215 & 529 & 618 & 168 \\
 64 & 15 & 57 & 16 & 19 & 24 & 39
 \end{array}$$



## Lesson 12 — CHECKING MULTIPLICATION

1. Joe's father drives 28 miles on a gallon of gasoline. How many miles does he drive on 34 gallons? \_\_\_\_\_

**Check your work:**

**34**

**28**

**272 (  $8 \times 34 = 272$  )**

**680 (  $20 \times 34 = 680$  )**

**952**

**28**

**34**

**112 (  $4 \times 28 = 112$  )**

**840 (  $30 \times 28 = 840$  )**

**952**

**UNIT 3**

2. On another trip in the same car Joe's father used 38 gallons of gasoline. If he still got 28 miles to the gallon, how far did he go? \_\_\_\_\_

**Multiply and check:**

**a**

**b**

**c**

**d**

**e**

**f**

**g**

**h**

**3. 47**

**73**

**24**

**36**

**38**

**36**

**28**

**19**

**18**

**14**

**16**

**15**

**43**

**27**

**23**

**24**

**4. 25**

**18**

**46**

**37**

**59**

**27**

**38**

**36**

**53**

**29**

**39**

**29**

**18**

**17**

**26**

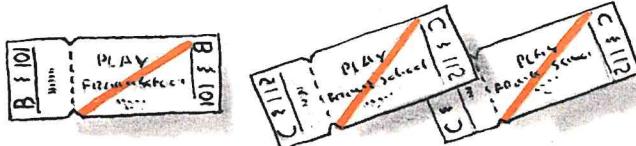
**19**

## Lesson 13 — MULTIPLYING MONEY



1. The boys and girls in the fourth grade sold 37 play tickets at 25 cents each. How much money did they get for the 37 tickets? \_\_\_\_\_

Dollars and cents are multiplied as other numbers are multiplied. Write a dollar sign and point in the answer.



$$\begin{array}{r}
 \$ .25 \\
 \times 37 \\
 \hline
 175 \\
 750 \\
 \hline
 \$ 9.25
 \end{array}$$

Work Space

2. They sold 48 children's tickets for 15 cents each. How much money did they get for the 48 children's tickets? \_\_\_\_\_

3. In the third grade the boys and girls sold 29 tickets for 25 cents each. How much money did they receive for the tickets? \_\_\_\_\_

3 UNIT

4. The second-grade children had 47 children's tickets to sell. If they sold them all at 15 cents each, how much money would they receive? \_\_\_\_\_

5. The fifth-grade children sold 58 tickets for 25 cents each. How much money did they get for the 58 tickets? \_\_\_\_\_

**Find the products:**

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>
6. $\begin{array}{r} \$.15 \\ \times 36 \\ \hline \end{array}$	7. $\begin{array}{r} \$.26 \\ \times 27 \\ \hline \end{array}$	8. $\begin{array}{r} \$.37 \\ \times 45 \\ \hline \end{array}$	9. $\begin{array}{r} \$.17 \\ \times 62 \\ \hline \end{array}$	10. $\begin{array}{r} \$.48 \\ \times 19 \\ \hline \end{array}$	11. $\begin{array}{r} \$.27 \\ \times 32 \\ \hline \end{array}$	12. $\begin{array}{r} \$.39 \\ \times 48 \\ \hline \end{array}$	13. $\begin{array}{r} \$.78 \\ \times 29 \\ \hline \end{array}$

7. $\begin{array}{r} \$.83 \\ \times 36 \\ \hline \end{array}$	8. $\begin{array}{r} \$.29 \\ \times 63 \\ \hline \end{array}$	9. $\begin{array}{r} \$.47 \\ \times 78 \\ \hline \end{array}$	10. $\begin{array}{r} \$.95 \\ \times 79 \\ \hline \end{array}$	11. $\begin{array}{r} \$.58 \\ \times 84 \\ \hline \end{array}$	12. $\begin{array}{r} \$.64 \\ \times 36 \\ \hline \end{array}$	13. $\begin{array}{r} \$.63 \\ \times 97 \\ \hline \end{array}$	14. $\begin{array}{r} \$.26 \\ \times 48 \\ \hline \end{array}$
--	--	--	---	---	---	---	---

## Lesson 14 — PRACTICE

Find the sums:

a	b	c	d	e	f	g	h	i	j	k	l
1. 4	6	4	5	3	4	3	8	2	9	6	5
8	5	3	7	4	0	4	4	5	1	5	2
5	9	0	9	8	9	5	3	8	0	1	7
3	4	6	4	7	8	7	6	5	7	6	6

a	b	c	d	e	f	g
2. 79	274	\$6.45	45	37	751	\$5.96
92	590	8.03	14	52	604	1.79
37	669	4.97	30	84	594	9.30

3. 3647	5469	\$75.00	8573	7365	\$25.00	9302
2809	2531	42.25	1429	2489	12.98	1899

Find the differences:

4. 83	64	30	43	74	50	84
29	48	12	10	49	26	20

5. 374	809	627	\$7.30	483	384	\$7.35
267	399	409	2.87	124	194	1.04

6. 4607	3027	\$57.60	8532	6047	\$59.00	\$62.35
3026	1789	19.02	2074	4023	17.49	20.78

UNIT 3

Find the products:

7. 76	594	\$2.48	28	35	547	\$3.56
8	7	6	9	7	8	6

8. 29	75	48	76	45	89	37
23	27	32	54	35	27	46

9. 236	178	129	273	485	196	437
29	38	47	37	49	52	48

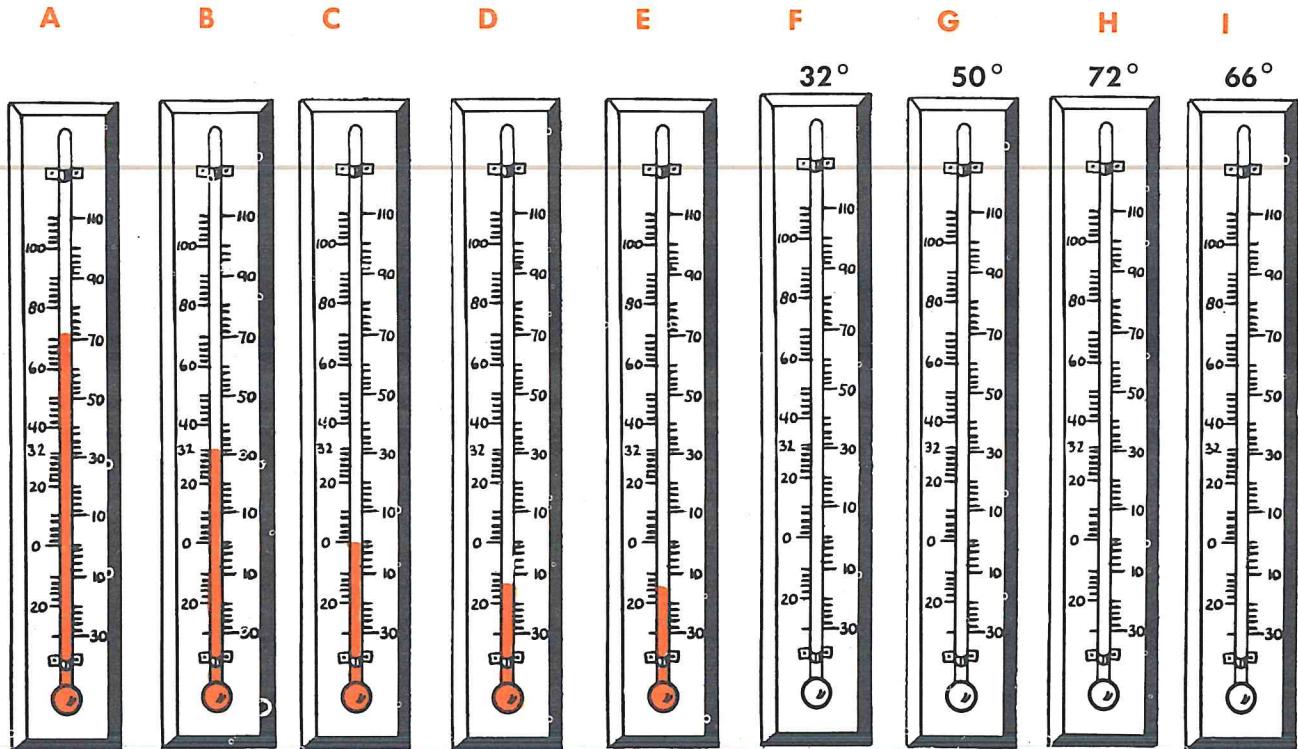
## Lesson 15 — READING A THERMOMETER

A thermometer is used to measure temperature. When the weather gets colder, the liquid drops lower. When it gets hotter, the liquid goes higher. The freezing point is 32 degrees above zero.

The thermometers on this page are marked off in units of 2 degrees. Thermometer **B** in the picture below shows the freezing point. It is written **32°**. The little **°** written by the 32 means **degrees**.

Thermometer **C** below shows zero temperature. Thermometer **D** shows a temperature below zero. It is read **14 degrees below zero**. This is written **-14°**. It shows that the temperature is **14°** lower than 0.

1. Which thermometer shows **72°**, a good room temperature? \_\_\_\_\_
2. Which thermometer shows **32°**, the freezing point? \_\_\_\_\_
3. Which thermometers show temperatures of below zero? \_\_\_\_\_
4. Which thermometer shows the coldest temperature? \_\_\_\_\_  
the warmest? \_\_\_\_\_
5. What is the difference between them? \_\_\_\_\_
6. Shade the glass tubes in thermometers **F**, **G**, **H**, and **I** to show the temperatures written above each one.



## Lesson 16 — MORE ABOUT THERMOMETERS

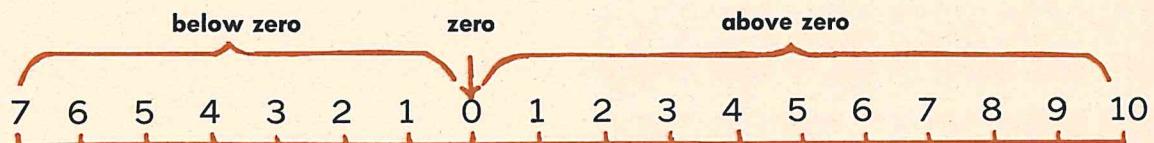
1. The outdoor temperature was  $40^{\circ}$  at noon. At four o'clock the temperature had dropped  $12^{\circ}$ . What was the temperature at four o'clock? \_\_\_\_\_
2. The high temperature for the day was  $50^{\circ}$  and the low was  $22^{\circ}$ . Find the difference between the high and the low temperatures. Count from  $50^{\circ}$  to  $22^{\circ}$ . To find the answer without counting, do you add or subtract? \_\_\_\_\_
3. Joan's grandmother wrote that the high temperature in Cedarville was  $2^{\circ}$  below zero and the low was  $8^{\circ}$  below. What was the difference between the high and the low temperatures? Count from  $2^{\circ}$  below zero to  $8^{\circ}$  below. To find the answer without counting, do you add or subtract? \_\_\_\_\_
4. Ann visited her aunt over the weekend. The high temperature was  $9^{\circ}$  above zero and the low  $3^{\circ}$  below zero. What was the difference between the high and low temperatures? \_\_\_\_\_
5. Find  $9^{\circ}$  above zero and  $3^{\circ}$  below zero on the thermometer. Count from  $9^{\circ}$  above to  $3^{\circ}$  below zero. To find the answer without counting, do you add or subtract? \_\_\_\_\_
6. Water boils at  $212^{\circ}$  and freezes at  $32^{\circ}$ . What is the difference between these temperatures? \_\_\_\_\_

**Find the differences between these temperatures. Use the number line or thermometer to check your work:**

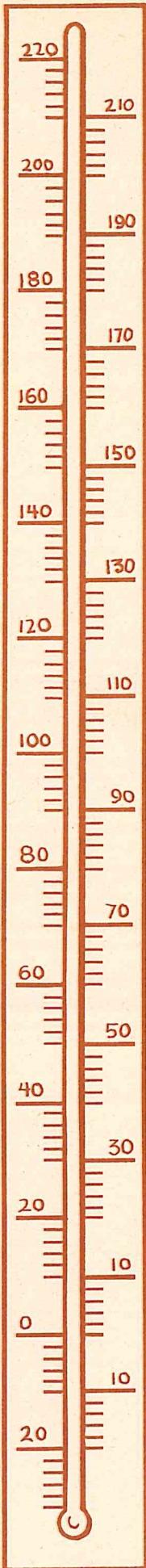
a

b

7. 10 below zero and 2 above zero \_\_\_\_\_  $^{\circ}$  8 below zero and 12 above \_\_\_\_\_  $^{\circ}$
8. 10 above zero and 15 above \_\_\_\_\_  $^{\circ}$  3 above zero and 9 above \_\_\_\_\_  $^{\circ}$
9. 7 below zero and 1 below \_\_\_\_\_  $^{\circ}$  9 below zero and 3 below \_\_\_\_\_  $^{\circ}$
10. 4 below zero and 22 above \_\_\_\_\_  $^{\circ}$  6 below zero and 10 above \_\_\_\_\_  $^{\circ}$



TOP SCORE: 14 MY SCORE: \_\_\_\_\_



## Lesson 17 — MONTHS OF THE YEAR

Thirty days have September,  
April, June, and November;  
All the rest have thirty-one,  
But February which alone,  
Has but twenty-eight, in fine,  
Till leap year gives it twenty-nine.

1. This year is \_\_\_\_\_.
2. Next year will be \_\_\_\_\_.
3. Last year was \_\_\_\_\_.
4. My birthday is \_\_\_\_\_.

Months	Abbreviation	Number of Days
1. January	Jan.	31 days
2. February	Feb.	28 or 29
3. March	Mar.	31
4. April	Apr.	30
5. May		31
6. June		30
7. July		31
8. August	Aug.	31
9. September	Sept.	30
10. October	Oct.	31
11. November	Nov.	30
12. December	Dec.	31

5. **Count the months:** There are \_\_\_ months in a year.
6. **Circle the name of your birth month on the chart above:**
7. The abbreviations for the names of the months with short names are not often used. What three months have the shortest names?

3 UNIT

8. a. How many months have 31 days? \_\_\_ b. **Name them:**

\_\_\_\_\_

9. a. How many months have 30 days? \_\_\_ b. **Name them:**

\_\_\_\_\_

10. **Write the name of the shortest month:** \_\_\_\_\_

11. **Make a calendar for this month:**

Month _____	Year _____					
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.

Dates are often written in a short way. October 12, 1962, is written: 10/ 12/ 62.

(Month) (Day) (Year)

12. **Write these dates a short way:**

a February 22, 1964 \_\_\_\_\_

b June 12, 1963 \_\_\_\_\_

c December 25, 1965 \_\_\_\_\_

## Lesson 18 — READING GRAPHS



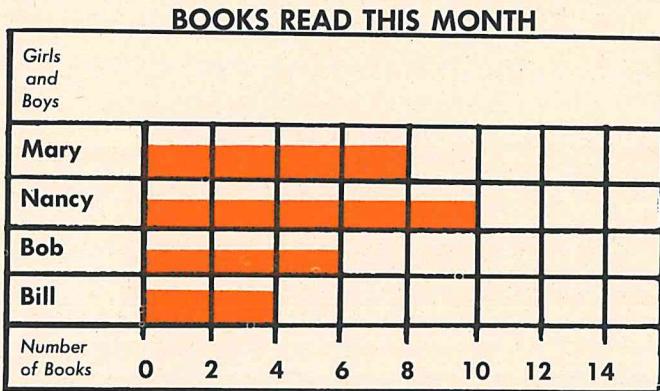
Graphs are used to show comparison of facts. This bar graph shows the number of books read by two boys and two girls this month.

1. How many books:

- a did Mary read? \_\_\_\_\_
- b did Nancy read? \_\_\_\_\_
- c did Bob read? \_\_\_\_\_
- d did Bill read? \_\_\_\_\_

Who read:

- e the most books? \_\_\_\_\_
- f the fewest books? \_\_\_\_\_
- g twice as many as Bill? \_\_\_\_\_

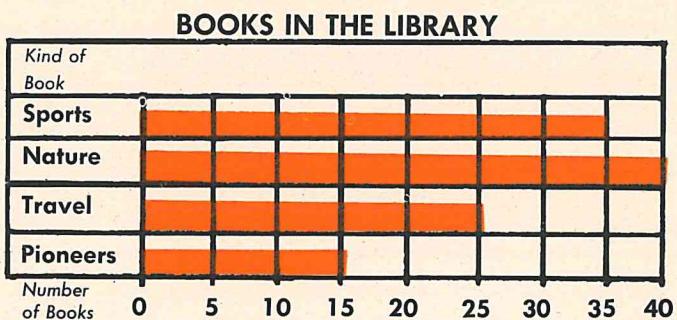


2. This graph shows the number of four kinds of books in the library.

UNIT 3

How many books in the library:

- a about sports? \_\_\_\_\_
- b about nature? \_\_\_\_\_
- c about travel? \_\_\_\_\_
- d about pioneers? \_\_\_\_\_
- e How many more stories are there about nature than about travel? \_\_\_\_\_



3. Pictures or symbols are used in pictographs to illustrate facts. These pictures make the graph interesting and easy to read. Each symbol or picture represents a certain number of things.

### NUMBER OF FOURTH GRADERS OWNING BICYCLES

Boys	
Girls	

Each represents 3 bicycle owners.

How many:

- a boys own bicycles? \_\_\_\_\_
- b girls own bicycles? \_\_\_\_\_
- c pupils own bicycles? \_\_\_\_\_
- d more boys than girls own bicycles? \_\_\_\_\_

## Lesson 19 — CHARTS AND GRAPHS

1. Miss Parks made a chart showing the number of members and the amount of money each grade collected for the Junior Red Cross. The first grade, with 32 members, had \$2.63; the second grade, with 29 members, had \$2.57; the third grade, with 30 members, had \$3.16; the fourth grade, with 25 members, had \$3.09; the fifth grade, with 28 members, had \$2.69; the sixth grade, with 31 members, had \$3.28.

a Write these numbers on the chart:

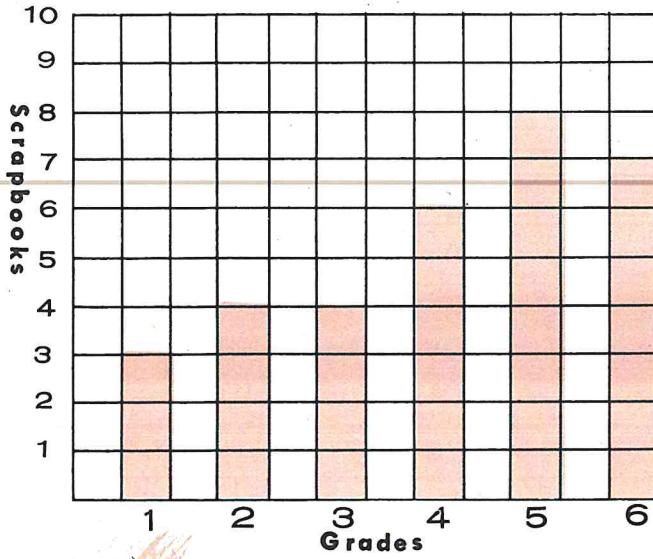
GRADE	MONEY	MEMBERS
First		
Second		
Third		
Fourth		
Fifth		
Sixth		
Total		

Write the name of the grade that had:

- b The most members \_\_\_\_\_
- c The fewest members \_\_\_\_\_
- d The most money \_\_\_\_\_
- e The least money \_\_\_\_\_
- f Total number of members \_\_\_\_\_
- g Total amount of money \_\_\_\_\_

3 UNIT

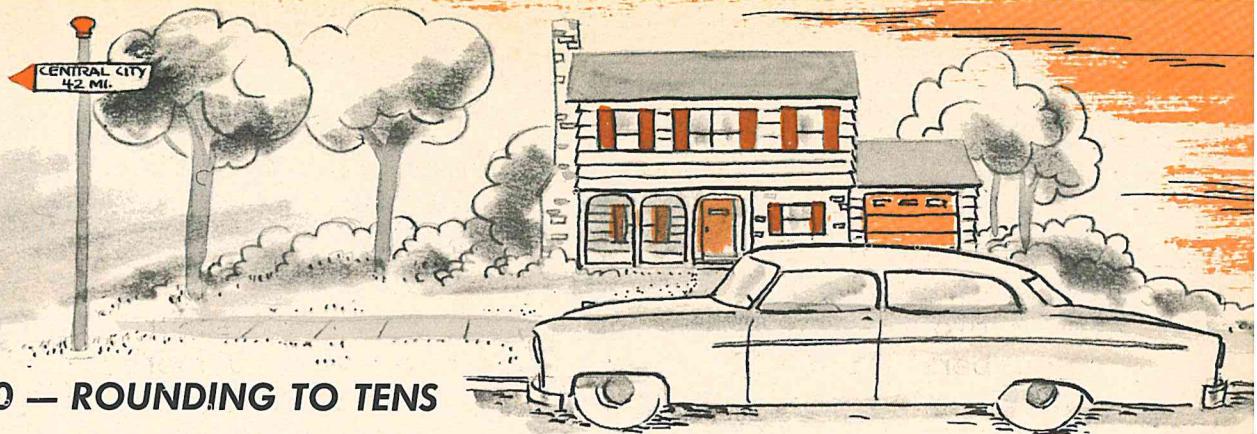
2. The graph shows the number of scrapbooks the Junior Red Cross members made last year to send to hospitals.



Write the number of scrapbooks made by:

- a First grade \_\_\_\_\_
- b Second grade \_\_\_\_\_
- c Third grade \_\_\_\_\_
- d Fourth grade \_\_\_\_\_
- e Fifth grade \_\_\_\_\_
- f Sixth grade \_\_\_\_\_

- g Which grade made the most? \_\_\_\_\_
- h Which grade made the fewest? \_\_\_\_\_
- i Which grades made the same number? \_\_\_\_\_
- j What was the total number of scrapbooks? \_\_\_\_\_



## Lesson 20 — ROUNDING TO TENS

Mary said it was about 50 miles to her grandmother's house. It was actually 48 miles. Mary gave an estimate of the distance to the nearest ten miles. This is called "rounding to the nearest ten." 48 miles is closer to 50 than 48 is to 40. 50 is the "nearest ten" to 48.

When numbers do not have to be given exactly, it is often useful to round them to the nearest ten.

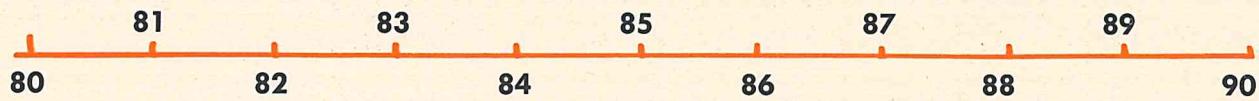
1. The actual distance to Bob's grandmother's home is 42 miles. Is 42 nearer to 40 or to 50? \_\_\_\_\_

Bob could say the distance from his home to his grandmother's home is about \_\_\_\_\_ miles.

UNIT 3

2. Round these numbers to the nearest ten. Check your answers on the number line:

a      b      c      d      e      f      g      h  
81      87      84      89      82      83      86      88



85 is halfway between 80 and 90, and is rounded to 90.

3. Round these numbers to the right ten:

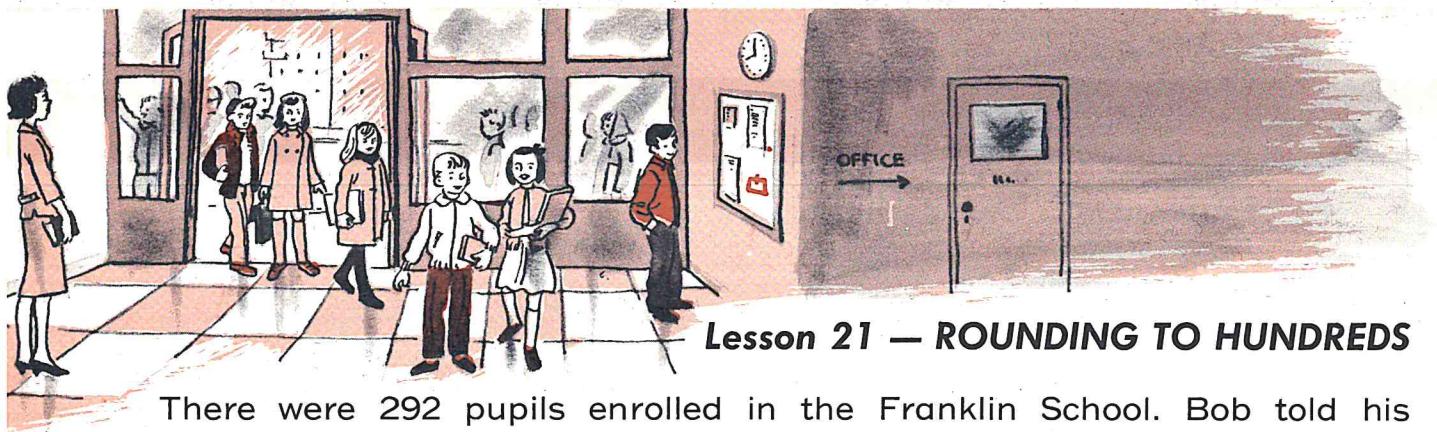
a      b      c      d      e      f  
65      45      25      35      55      75

Numbers that end in 1, 2, 3, or 4 are rounded **down** to the nearest ten. Example: 41, 42, 43, and 44 are rounded to 40.

Numbers that end in 5, 6, 7, 8, or 9 are rounded **up** to the nearest ten. Example: 45, 46, 47, 48, and 49 are rounded to 50.

Round each number to the nearest 10:

a      b      c      d      e      f  
4. 22      46      53      79      38      61  
5. 89      35      64      77      83      26



## Lesson 21 — ROUNDING TO HUNDREDS

There were 292 pupils enrolled in the Franklin School. Bob told his cousin there were about 300 pupils in the school.

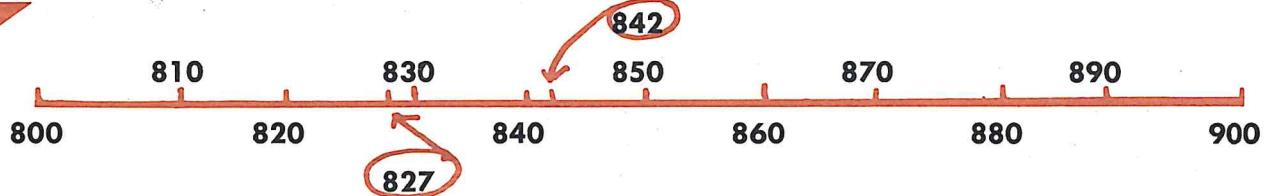
Often 3-place numbers are rounded to the nearest hundred when an exact number is not needed.

1. Jim wrote that the exact enrollment of his school was 410 pupils. Is 410 nearer to 400 or 500? \_\_\_\_\_ The enrollment is about \_\_\_\_\_ pupils.

**Round these numbers to the nearest hundred. Check your answer on the number line:**

a	b	c	d	e	f
2. 890 _____	830 _____	810 _____	870 _____	880 _____	842 _____
3. 860 _____	827 _____	817 _____	820 _____	833 _____	875 _____

3 UNIT



850 is halfway between 800 and 900, and is rounded to 900.

4. 650 is halfway between \_\_\_\_\_ and \_\_\_\_\_, and is rounded to \_\_\_\_\_.  
 5. 250 is halfway between \_\_\_\_\_ and \_\_\_\_\_, and is rounded to \_\_\_\_\_.  
 6. 450 is halfway between \_\_\_\_\_ and \_\_\_\_\_, and is rounded to \_\_\_\_\_.

In rounding a 3-place number to hundreds, watch only the tens' place. If the number in the tens' place is 0, 1, 2, 3, or 4, the number is rounded **down** to the nearest hundred. Examples: 209, 212, 224, 238, and 242 are rounded to 200. If the number in the tens' place is 5, 6, 7, 8, or 9, the number is rounded **up** to the nearest hundred. Examples: 253, 269, 274, 285, and 291 are rounded to 300.

**Round these numbers to the nearest hundred:**

a	b	c	d	e	f
7. 435 _____	597 _____	763 _____	842 _____	958 _____	203 _____
8. 374 _____	686 _____	418 _____	183 _____	489 _____	748 _____

## Lesson 22 — ESTIMATING TO FIND THE ANSWER

Three estimated answers are given for each problem. Draw a ring around the one you think is the most reasonable. This is your estimate. Then work the problem to get the exact answer:

1. There are 145 boys and 165 girls in the Emerson School. How many children attend the school? One way to estimate is to round each number to the nearest hundred.

Estimate	Work
100	145
<u>200</u>	<u>165</u>

A reasonable estimate is:

200    300    400

\_\_\_\_\_ children attend Emerson School.

2. Jerry spent \$1.25 for a collar, \$.59 for a toy, and \$2.00 for a license for his dog. Find how much Jerry spent.

Estimate	Work

A reasonable estimate is: \$3 \$4 \$5

Jerry spent \_\_\_\_\_.

3. Jack paid \$1.99 for a shirt and 4 times as much for shoes. Find how much he paid for the shoes.

Estimate	Work
----------	------

A reasonable estimate is: \$6 \$7 \$8

Jack paid \_\_\_\_\_ for the shoes.

4. Mike's new scooter cost \$59.95 and Bill's scooter cost \$40.25. Find how much more Mike's scooter cost than Bill's. You can estimate by rounding the numbers to the nearest ten dollars.

Estimate	Work
\$60	\$59.95
<u>—40</u>	<u>—40.25</u>

A reasonable estimate is:

\$20    \$30    \$40

Mike's scooter cost \_\_\_\_\_ more than Bill's.

UNIT 3



## Lesson 23 — MORE ESTIMATING

Three estimated answers are given for each problem. Draw a ring around the one you think is the most reasonable. Then work the problem to get the exact answer. Use the symbol "is greater than"  $>$  or "is less than"  $<$  to compare your estimate with the exact answer.

1. Bob earns \$1.90 each day. Find how much he earns in 6 days.

A reasonable estimate is:

\$6      \$9      \$12

\$12.00  $>$  \$11.40

Estimate      Exact answer

Estimate	Work
Think: \$2.00	\$1.90
$\times 6$	$\times 6$

2. Bill earns \$2.15 each week. Find how much he earns in 4 weeks.

A reasonable estimate is:

\$8      \$10      \$12

Estimate      Exact answer

Estimate	Work
_____	_____
_____	_____

3. Joe has 32 coins from foreign countries. He has 3 times as many United States coins. Find how many United States coins he has.

A reasonable estimate is:

90      100      120

Estimate      Exact answer

3 UNIT

4. Jim has 57 United States stamps, and 4 times as many from foreign countries. Find how many stamps from foreign countries Jim has.

A reasonable estimate is:

200      210      240

Estimate      Exact answer

5. Mary has 86 buttons in her collection, and Kay has 6 times as many. Find how many buttons Kay has in her collection.

A reasonable estimate is:

480      540      600

Estimate      Exact answer

6. Mary's dress cost \$8.89. Her coat cost 4 times as much. Find the cost of her coat.

A reasonable estimate is:

\$32      \$34      \$36

Estimate      Exact answer

7. Joe's shoes cost \$6.25. His suit cost 4 times as much. Find how much his suit cost.

A reasonable estimate is:

\$24      \$26      \$28

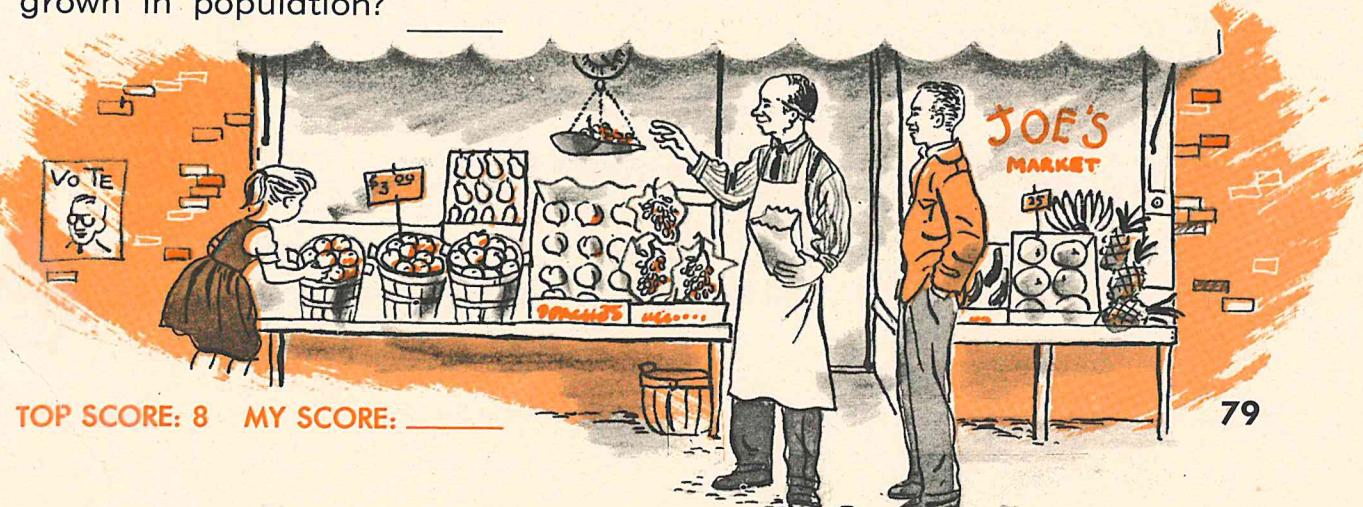
Estimate      Exact answer

## Lesson 24 — NUMBER STORIES

1. Mr. King drove 225 miles to Cedarville and 209 miles in Cedarville. He drove home by another road which was 237 miles. How many miles did he drive? \_\_\_\_\_
2. The car ran 18 miles on a gallon of gasoline. At this rate how many miles did it run on 37 gallons of gasoline? \_\_\_\_\_
3. It is only 225 miles to Cedarville. It is 406 miles to Silver Lake. How much farther is it to Silver Lake than to Cedarville? \_\_\_\_\_
4. Mr. King bought 14 gallons of gasoline at \$.39 a gallon. How much did he pay for the 14 gallons? \_\_\_\_\_
5. In a market Joan saw baskets of apples for \$3 a basket. How many baskets of apples could be bought for \$27? \_\_\_\_\_
6. Mr. King bought apples for \$3.00, some grapes for \$.78, peaches for \$2.05, and pears for \$1.29. How much did Mr. King spend for fruit? \_\_\_\_\_
7. Bill found that there were 105 apples in a basket. If there were 105 apples in each basket, how many would there be in 36 baskets? \_\_\_\_\_
8. Cedarville has a population of 23,108. Ten years ago the population was 21,090. How much has Cedarville grown in population? \_\_\_\_\_

Work Space

UNIT 3



TOP SCORE: 8 MY SCORE: \_\_\_\_\_

## Lesson 25 — REVIEW

1. There are 27 pupils in a third-grade room, 24 in a fourth-grade room, and 31 in a fifth-grade room. Find a reasonable estimate of the number of pupils in the three rooms. Then find the exact number.

A reasonable estimate is about: 70    80    90

There are \_\_\_\_\_ pupils in the three rooms.

Estimate   Work

2. John has 68 United States stamps, and 7 times as many stamps from foreign countries. Find a reasonable estimate of the number of foreign stamps that John has. Then find the exact number.

A reasonable estimate is about: 420    490    550

John has \_\_\_\_\_ stamps from foreign countries.

**Find the products:**

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>
3.	37	420	629	503	328	782	509
<b>3 UNIT</b>	<u>2</u>	<u>6</u>	<u>8</u>	<u>7</u>	<u>5</u>	<u>9</u>	<u>8</u>

4.	24	40	65	278	438	248	582
	<u>36</u>	<u>27</u>	<u>30</u>	<u>23</u>	<u>79</u>	<u>83</u>	<u>19</u>

5.	\$2.89	\$.49	\$6.33	\$9.10	\$7.09	\$6.43	\$2.06
	<u>3</u>	<u>5</u>	<u>8</u>	<u>6</u>	<u>7</u>	<u>4</u>	<u>9</u>

6.	\$.24	\$.65	\$.80	\$.93	\$.73	\$.42	\$.58
	<u>82</u>	<u>40</u>	<u>28</u>	<u>19</u>	<u>47</u>	<u>45</u>	<u>37</u>

7. Find the sums:

<b>a</b>	<b>b</b>
280	4287
<u>429</u>	<u>3059</u>

<b>c</b>	<b>d</b>
\$3.73	403
.78	87
<u>4.29</u>	<u>385</u>

8. Find the differences:

<b>a</b>	<b>b</b>
400	5782
<u>289</u>	<u>1098</u>

<b>c</b>
\$7.03
<u>4.78</u>

## Lesson 26 — TEST YOURSELF

1. Bob's school had 505 pupils, but there were only 398 pupils in Jim's school. Find how many more pupils there were in Bob's school than in Jim's.

A reasonable estimate is about: 90 100 200  
Bob's school had \_\_\_\_\_ more pupils than Jim's.

2. Bill collects coins and has 21 coins from foreign countries. He has 5 times as many United States coins. Find the number of U.S. coins he has:

A reasonable estimate is about: 100 120 150  
Bill has \_\_\_\_\_ United States coins.

Estimate Work

**Find the products:**

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>
3. $\begin{array}{r} 43 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 402 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 633 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 582 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 729 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 822 \\ \times 3 \\ \hline \end{array}$

UNIT 3

4. $\begin{array}{r} 78 \\ \times 32 \\ \hline \end{array}$	$\begin{array}{r} 80 \\ \times 25 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ \times 20 \\ \hline \end{array}$	$\begin{array}{r} 597 \\ \times 73 \\ \hline \end{array}$	$\begin{array}{r} 627 \\ \times 52 \\ \hline \end{array}$	$\begin{array}{r} 703 \\ \times 38 \\ \hline \end{array}$	$\begin{array}{r} 840 \\ \times 25 \\ \hline \end{array}$
---	--	--	---	---	---	---

5. $\begin{array}{r} \$2.62 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} \$.63 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} \$.80 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} \$4.25 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} \$6.09 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} \$7.90 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} \$8.29 \\ - 5 \\ \hline \end{array}$
---	---	---	--	--	--	--

6. $\begin{array}{r} \$.28 \\ - 63 \\ \hline \end{array}$	$\begin{array}{r} \$.67 \\ - 25 \\ \hline \end{array}$	$\begin{array}{r} \$.85 \\ - 26 \\ \hline \end{array}$	$\begin{array}{r} \$.30 \\ - 35 \\ \hline \end{array}$	$\begin{array}{r} \$.48 \\ - 20 \\ \hline \end{array}$	$\begin{array}{r} \$.75 \\ - 27 \\ \hline \end{array}$	$\begin{array}{r} \$.85 \\ - 69 \\ \hline \end{array}$
---	--	--	--	--	--	--

7. **Find the differences:**

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
605	928	6208	\$6.87
<u>287</u>	<u>419</u>	<u>3073</u>	<u>2.99</u>

8. **Find the sums:**

<b>a</b>	<b>b</b>	<b>c</b>
682	4920	\$7.82
<u>118</u>	<u>3097</u>	<u>1.93</u>

## Lesson 27 — PRACTICE TEST -- FIRST SEMESTER

### Work Space

1. Joan spent \$9.75 for a play suit and a pair of shoes. The play suit cost \$5.78. How much did the shoes cost? \_\_\_\_\_

2. Eric had \$4.85 in his bank. He put \$1.59 more in his bank. How much did he have in his bank then? \_\_\_\_\_

3. Ray has 78 pictures in his scrapbook. Tom has 2 times as many in his book. How many pictures does Tom have? \_\_\_\_\_

4. On each of 5 afternoons after school Mary earned \$.45 baby sitting. How much did she earn altogether? \_\_\_\_\_

### Work Space

#### Write the missing numbers:

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
5. $6 \times \underline{\quad} = 54$	$42 \div \underline{\quad} = 6$	$4 \times \underline{\quad} = 28$	$63 \div \underline{\quad} = 9$
6. $8 + \underline{\quad} = 15$	$14 - \underline{\quad} = 8$	$9 + \underline{\quad} = 16$	$17 - \underline{\quad} = 9$

**3 UNIT**

#### Use the symbols $>$ and $<$ to compare the numbers in each pair:

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
7. $4526 \underline{\quad} 4625$	$3780 \underline{\quad} 3908$	$5709 \underline{\quad} 5907$	$6000 \underline{\quad} 6239$

#### Find the quotients:

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>
8. $6 \overline{) 54}$	$9 \overline{) 72}$	$8 \overline{) 64}$	$7 \overline{) 42}$	$5 \overline{) 40}$	$4 \overline{) 28}$

9. Use each set of numbers to write 2 multiplication facts and 2 division facts:

6, 8, 48

4, 9, 36

11. Find the products:

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
$159$	$\$1.64$	$379$	$483$
$\underline{6}$	$\underline{27}$	$\underline{5}$	$\underline{24}$

10. Find the sums:

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
275	174	\$5.25	
252	239	3.69	4563
155	146	1.87	$\underline{2079}$

12. Find the differences:

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
560	8806	\$6.15	\$9.50
$\underline{276}$	$\underline{3495}$	$\underline{2.98}$	$\underline{2.75}$

## Lesson 1 — DIVIDING TWO-PLACE NUMBERS

1. Mary has 45 pictures to paste in her scrapbook. If she puts 3 pictures on each page, how many pages will she need for the 45 pictures? \_\_\_\_\_

To find how many pages she will need, divide 45 by 3.

A long way to divide 45 by 3 is to start with 45 and subtract 3 as many times as possible. Then count the number of times you subtracted 3. This will show how many 3's there are in 45. A faster way is to subtract more than one 3 at a time.

$$\begin{array}{r} 5 \\ 10 \\ \hline 3 ) 45 \\ 30 = 10 \times 3 \\ \hline 15 \\ 15 = 5 \times 3 \\ \hline 0 \end{array}$$

1. See how many 3's you can subtract at once.

See if you can subtract 10 threes all at once.  $10 \times 3 = 30$ .

You can subtract 30 from 45, because  $30 < 45$ .

2. The 10 is a part of the quotient and it is written above the line. The 30 is written under the 45.

**Subtract:**  $45 - 30 = 15$ .

3. You have 15 left to divide. Find the number of 3's you can subtract from 15. Remember the division fact:  $15 \div 3 = 5$ . There are 5 threes in 15 so you can subtract 5 threes at once.  $5 \times 3 = 15$ .  $15 - 15 = 0$ .

4. The 5 is part of the quotient and is written above the 10. There is nothing left to subtract, so the division is finished.

5. To find the complete quotient, add the two parts of the quotient to find the total number of 3's that were subtracted.  $10 + 5 = 15$ . You have subtracted 15 threes from 45.  $45 \div 3 = 15$ . You have done in two steps what would have required 15 steps of repeated subtraction. Think of the work this will save with larger numbers.

2. Bob has 64 baseball pictures for his scrapbook. If he pastes 4 pictures on each page, how many pages of pictures will he have? \_\_\_\_\_

Work Space

**Find the quotients:**

a

b

c

d

e

f

g

3.  $2 \overline{) 36}$     $5 \overline{) 85}$     $4 \overline{) 52}$     $6 \overline{) 84}$     $3 \overline{) 57}$     $4 \overline{) 72}$     $8 \overline{) 88}$

4.  $7 \overline{) 98}$     $8 \overline{) 96}$     $5 \overline{) 75}$     $6 \overline{) 96}$     $7 \overline{) 91}$     $5 \overline{) 65}$     $6 \overline{) 72}$

UNIT 4

## Lesson 2 — CHECKING DIVISION

1. The Brownies took 96 roses to the hospital. If they put 4 roses in each vase, how many vases did they need for the 96 flowers?

To find how many vases they needed, divide 96 by 4.

$$\begin{array}{r} 4 \\ 10 \left\{ 24 \\ 10 \\ \hline 4) 96 \\ 40 \quad 10 \times 4 \\ 56 \\ 40 \quad 10 \times 4 \\ 16 \\ 16 \quad 4 \times 4 \\ 0 \end{array}$$

1 See if you can subtract 10 fours all at once.  $10 \times 4 = 40$ . You see that you can subtract 40 from 96, because  $40 < 96$ .

2 The 10 is part of the quotient, and is written above the line. The 40 is written under the 96. **Subtract:**  $96 - 40 = 56$ .

3 You now have 56 left. You can subtract another 10 fours.  $10 \times 4 = 40$ .  $40 < 56$ .

4 The 10 is part of the quotient and is written above the first 10 in the quotient. The 40 is written under the 56. **Subtract:**  $56 - 40 = 16$ .

5 You have 16 left to divide. Find the number of 4's to subtract. Remember the division fact  $16 \div 4 = 4$ . You can subtract 4 fours at once.  $4 \times 4 = 16$ .

6 The 4 is a part of the quotient and is written above the 10's in the quotient. The 16 is written under the 16. **Subtract:**  $16 - 16 = 0$ . There is nothing left over, so the division is finished.

7 To find the complete quotient, add the three parts of the quotient. This is the total number of 4's that were subtracted.  $10 + 10 + 4 = 24$ . You have subtracted 24 fours from 96.  $96 \div 4 = 24$ . You have done in 7 steps what would have required 24 steps if you had subtracted 4 at a time.

To check a problem in division, multiply the quotient by the divisor. (The divisor is the number by which you divide.) If the work is correct, the product will be the same as the dividend. (The dividend is the number that is divided.)

**Check:**  
24  
 $\times 4$   
96

2. Find the quotients. Check your work:

a      b      c      d      e      f      g      h      i

$$3 \overline{) 72} \quad 3 \overline{) 84} \quad 3 \overline{) 78} \quad 2 \overline{) 58} \quad 2 \overline{) 52} \quad 2 \overline{) 48} \quad 4 \overline{) 92} \quad 4 \overline{) 88} \quad 3 \overline{) 87}$$

## Lesson 3 — DIVISION WITH REMAINDERS

1. There were 85 boys and girls on the playground. They were divided into 2 groups to play games. Find how many were in each group.

$$\begin{array}{r}
 2 \\
 10 \\
 30 \\
 \hline
 2) 85 \\
 60 \\
 25 \\
 20 \\
 \hline
 5 \\
 4 \\
 \hline
 1 \\
 \text{remainder}
 \end{array}
 \quad
 \begin{array}{r}
 \left. \begin{array}{r} 2 \\ 10 \\ 30 \end{array} \right\} 42 \\
 30 \times 2 \\
 10 \times 2 \\
 2 \times 2
 \end{array}$$

1 You can see that there are more than 10 twos in 85. See if you can subtract 30 twos all at once.  $30 \times 2 = 60$ .  $60 < 85$ , so you can subtract.

2 The 30 is written as a part of the quotient.  $85 - 60 = 25$ .

3 You have 25 left. See if you can subtract another 10 twos.  $10 \times 2 = 20$ .  $20 < 25$ , so you can subtract.

4 The 10 is written as a part of the quotient.  $25 - 20 = 5$ .

5 You have 5 left. How many 2's are there in 5? 5 cannot be divided by 2 evenly. Think of a number less than 5 that can be evenly divided by 2. Remember the division fact  $4 \div 2 = 2$ , or think  $2 \times 2 = 4$ . You can subtract 2 twos from 5 and have 1 left over.  $5 - 4 = 1$ .

6 The 2 is written above 10 in the quotient. You have 1 left. Since  $2 > 1$ , you cannot subtract 2 from 1, so the subtraction is finished. The 1 that is left over is called the **remainder**. The remainder is always less than the divisor. Add the parts of the quotient.  $30 + 10 + 2 = 42$ .  $85 \div 2 = 42$  with a remainder of 1.

UNIT 4

**Check:** To check a problem in division, multiply the quotient by the divisor. Add the remainder to the product. If this answer is the same as the dividend, the quotient is probably correct. Now look at the problem worked a shorter way.

**42**  
 $\times 2$   
 $\hline$   
 $84$   
 $+ 1$   
 $\hline$   
**85**

Do you see that you could have subtracted 40 twos all at once? This would have shortened the problem.

$$\begin{array}{r}
 2 \\
 40 \\
 \hline
 2) 85 \\
 80 \\
 \hline
 5 \\
 4 \\
 \hline
 1 \\
 \text{remainder}
 \end{array}
 \quad
 \begin{array}{r}
 \left. \begin{array}{r} 2 \\ 40 \end{array} \right\} 42 \\
 40 \times 2 \\
 2 \times 2
 \end{array}$$

2. Find the quotients and check:

**a**      **b**      **c**      **d**      **e**      **f**      **g**      **h**

$$\begin{array}{r}
 2) 89 \\
 3) 98 \\
 4) 78 \\
 2) 63 \\
 2) 91 \\
 3) 76 \\
 4) 93 \\
 3) 83
 \end{array}$$

## Lesson 4 — DIVIDING TWO-PLACE NUMBERS

1. Find how many 4-cent marbles Bob can buy for 35 cents. How many cents will he have left?

$$\begin{array}{r}
 8 \\
 4 \overline{) 35} \\
 32 \quad 8 \times 4 \\
 \hline
 3 \quad \text{remainder}
 \end{array}$$

Check:

$$\begin{array}{r}
 8 \\
 \times 4 \\
 \hline
 32 \\
 3 \\
 \hline
 35
 \end{array}$$

Bob can buy \_\_\_\_\_ marbles and have \_\_\_\_\_ cents left.

2. Jane has 29 cents. How many candy bars at 3 cents each can she buy? \_\_\_\_\_

How many cents will she have left? \_\_\_\_\_

*Find the quotients. Check your work:*

**4** UNIT

a.  $3 \overline{) 39}$

b.

$5 \overline{) 44}$

c.

$2 \overline{) 15}$

d.

$3 \overline{) 19}$

Work Space

4.  $4 \overline{) 30}$

$8 \overline{) 50}$

$9 \overline{) 38}$

$4 \overline{) 37}$

5.  $6 \overline{) 43}$

$7 \overline{) 58}$

$7 \overline{) 41}$

$5 \overline{) 38}$

## Lesson 5 — PRACTICE

Find the sums:

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>
1. 64	70	29	68	45	5	8	7	20	81
<u>25</u>	<u>59</u>	<u>46</u>	<u>37</u>	<u>38</u>	<u>2</u>	<u>6</u>	<u>5</u>	<u>39</u>	<u>69</u>

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>
2. 586	657	297	\$1.57				
284	566	103	6.93	259	4853	1578	\$32.95
<u>385</u>	<u>254</u>	<u>189</u>	<u>4.00</u>	<u>586</u>	<u>3047</u>	<u>5324</u>	<u>59.07</u>

Find the differences:

3. 78	72	95	80	983	715	594	\$8.05
<u>57</u>	<u>38</u>	<u>40</u>	<u>24</u>	<u>280</u>	<u>492</u>	<u>198</u>	<u>3.65</u>

4. 874	785	976	6175	7654	8049	4808	\$7.93
<u>498</u>	<u>287</u>	<u>309</u>	<u>2148</u>	<u>2931</u>	<u>2070</u>	<u>3009</u>	<u>4.37</u>

Find the products:

5. 23	36	29	83	425	237	274	614
<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>8</u>	<u>9</u>	<u>6</u>	<u>7</u>

6. 89	56	98	57	629	386	470	248
<u>27</u>	<u>68</u>	<u>73</u>	<u>45</u>	<u>84</u>	<u>95</u>	<u>38</u>	<u>46</u>

UNIT 4

Find the quotients:

7. 3)45	2)98	4)64	6)84	8)96	7)51	5)95	7)84

8. 4)49	3)76	6)59	5)78	5)69	8)89	5)48	7)97

## Lesson 6 — DIVIDING THREE-PLACE NUMBERS

1. Tom counted 348 pennies that his class took in for homemade candy at the school carnival. They sold the candy at 3¢ apiece. How many pieces had they sold? \_\_\_\_\_

$$\begin{array}{r}
 6 \\
 10 \quad \left. \begin{array}{l} \{ \\ 116 \end{array} \right. \\
 \hline
 100 \\
 3 \) 348 \\
 300 \quad 100 \times 3 \\
 \hline
 48 \\
 30 \quad 10 \times 3 \\
 \hline
 18 \\
 18 \quad 6 \times 3 \\
 \hline
 0
 \end{array}$$

1 Since you are dividing a 3-place number, see if you can subtract 100 threes all at once.  $100 \times 3 = 300$ .  $300 < 348$ , so you can subtract.

2 The 100 is written as a part of the quotient.  $348 - 300 = 48$

3 You now have 48 left to divide. Let's see if you can subtract 10 threes all at once.  $10 \times 3 = 30$ .  $30 < 48$ , so you can subtract.

4 The 10 is written as part of the quotient. The 30 is subtracted.  $48 - 30 = 18$ .

5 You have 18 left to divide. You can find the number of 3's to subtract by remembering a division fact.  $18 \div 3 = \underline{\hspace{2cm}}$ . The answer is part of the quotient. **Finish the division and write the answer after the question:**

2. Jane counted 396 pennies she had collected for popcorn balls. The popcorn balls were also 3 cents each. How many balls were sold? \_\_\_\_\_

Work Space

4 UNIT

**Find the quotients:**

a

b

c

d

e

f

g

3.  $4 \) 732$      $5 \) 575$      $6 \) 696$      $3 \) 381$      $2 \) 268$      $9 \) 999$      $7 \) 798$

4.  $3 \) 357$      $4 \) 492$      $5 \) 565$      $7 \) 798$      $8 \) 896$      $5 \) 585$      $6 \) 696$

## Lesson 7 — DIVIDING WITH REMAINDERS

1. One day because of a snowstorm, many boys and girls waited at school for their parents. While they waited, the girls cut out 517 pictures. The boys pasted the pictures in a large scrapbook. If they pasted 5 pictures on each page, how many pages did they fill? \_\_\_\_\_ How many pictures were left over? \_\_\_\_\_

1 Begin this problem like the others you have been working. Subtract 100 fives from 517. You have 17 left to divide. How many 5's are there in 17? Think of a number less than 17 that you can divide evenly by 5. Remember the division fact:  $15 \div 5 = 3$ , or think:  $5 \times \underline{\quad} = 15$ .  $3 \times 5 = 15$ .  $17 - 15 = 2$ . You can subtract 3 fives from 17 and have 2 left over.

2 Since  $5 > 2$ , you cannot subtract 5 from 2, so your subtraction is finished. The remainder is 2. Remember that the remainder is always less than the divisor. **Write your answers after the questions; then check the work.**

2. Louise had 475 picture postcards. She pasted 4 postcards on each page of her scrapbook. How many pages did she fill? \_\_\_\_\_ How many cards did she have left? \_\_\_\_\_ Check the answers.

**Find the quotients. Check your answers in Number 3:**

a

b

c

d

e

$$\begin{array}{r}
 3 \} 103 \\
 100 \\
 \hline
 5 ) 517 \\
 500 \quad 100 \times 5 \\
 \hline
 17 \\
 15 \quad 3 \times 5 \\
 \hline
 2 \quad \text{remainder}
 \end{array}$$

**Check:**

$$\begin{array}{r}
 103 \\
 \times 5 \\
 \hline
 515 \\
 + 2 \\
 \hline
 517
 \end{array}$$

Work Space

UNIT 4

3.  $5 \overline{) 529}$

$7 \overline{) 754}$

$8 \overline{) 879}$

$9 \overline{) 957}$

$2 \overline{) 247}$

4.  $6 \overline{) 695}$

$3 \overline{) 325}$

$4 \overline{) 487}$

$5 \overline{) 548}$

$3 \overline{) 395}$

## Lesson 8 — MORE DIVISION

1. Bob's father drove 162 miles at the same speed in 3 hours. How many miles did he drive in one hour? \_\_\_\_\_

$$\begin{array}{r}
 4 \\
 40 \} 54 \\
 10 \\
 \hline
 3 ) 162 \\
 30 \quad 10 \times 3 \\
 \hline
 132 \\
 120 \quad 40 \times 3 \\
 \hline
 12 \\
 12 \quad 4 \times 3 \\
 \hline
 0
 \end{array}$$

$$\begin{array}{r}
 4 \\
 50 \} 54 \\
 3 ) 162 \\
 150 \quad 50 \times 3 \\
 \hline
 12 \\
 12 \quad 4 \times 3 \\
 \hline
 0
 \end{array}$$

4 UNIT

1 See if you can subtract 100 threes all at once.  $100 \times 3 = 300$ . But  $300 > 162$ , and you cannot subtract. Try 10 threes.  $10 \times 3 = 30$ .  $30 < 162$ , so you can subtract.  $162 - 30 = 132$ .

2 10 is part of the quotient and is written above the line. You see that you could have subtracted more than 10 threes at once. You now have 132 left to divide. Try 40 threes.  $40 \times 3 = 120$ .  $120 < 132$ , so you can subtract. Write 40 above the 10 in the quotient.  $132 - 120 = 12$ .

3 Remember the division fact  $12 \div 3 = 4$  and you will see that you can subtract 4 threes at once.

4  $12 - 12 = 0$ . There is nothing left to subtract, so the division is completed.

5 Notice that you have  $10 + 40$  in your quotient.  $10 + 40 = 50$ . You could have subtracted 50 threes at once to make the problem shorter.

Now add the parts of the quotient and write your answer in the space after the question.

Find the quotients:

a      b      c      d      e      f      g

2.  $4 \overline{) 388}$        $3 \overline{) 258}$        $5 \overline{) 285}$        $2 \overline{) 118}$        $7 \overline{) 266}$        $6 \overline{) 456}$        $8 \overline{) 528}$

3.  $7 \overline{) 448}$        $9 \overline{) 729}$        $6 \overline{) 384}$        $6 \overline{) 216}$        $3 \overline{) 294}$        $7 \overline{) 343}$        $5 \overline{) 445}$

## Lesson 9 — MORE DIVISION WITH REMAINDERS

1. Bill had 957 stamps to put into 4 albums. He put the same number of stamps in each album. How many stamps were in each album? \_\_\_\_\_  
How many stamps did he have left? \_\_\_\_\_

1 See if you can subtract 100 fours at once. You can subtract more than this. Try 200 fours.  $200 \times 4 = 800$ .  $800 < 957$ , so you can subtract.

2  $957 - 800 = 157$ . Now you can subtract more than 10 fours and more than 20 fours. Try 30 fours.  $30 \times 4 = 120$ .  $120 < 157$ , so you can subtract.

$$\begin{array}{r}
 & 9 \\
 & 30 \\
 & 200 \\
 \hline
 4) & 957 \\
 & 800 \quad 200 \times 4 \\
 & 157 \\
 & 120 \quad 30 \times 4 \\
 & 37 \\
 & 36 \quad 9 \times 4 \\
 & 1 \quad \text{remainder}
 \end{array}$$

Work the rest of the problems as you have worked the other division problems.  
Write the answers after the questions.

2. Lucy had 518 pretty buttons. She put the buttons into three little drawers. If she put the same number of buttons in each drawer, how many buttons did she have in each drawer? \_\_\_\_\_ How many were left? \_\_\_\_\_

Work Space

Find the quotients:

a

b

c

d

e

f

g

UNIT 4

3.  $4 \overline{)575}$     $7 \overline{)888}$     $3 \overline{)718}$     $6 \overline{)717}$     $2 \overline{)723}$     $8 \overline{)929}$     $5 \overline{)722}$

4.  $6 \overline{)833}$     $3 \overline{)524}$     $9 \overline{)987}$     $5 \overline{)672}$     $4 \overline{)892}$     $7 \overline{)825}$     $8 \overline{)932}$

5.  $5 \overline{)893}$     $3 \overline{)944}$     $7 \overline{)927}$     $8 \overline{)889}$     $2 \overline{)799}$     $4 \overline{)897}$     $6 \overline{)898}$

TOP SCORE: 24   MY SCORE: \_\_\_\_\_

## Lesson 10 — PRACTICE IN DIVISION

a

$$1. 5 \overline{)75}$$

b

$$2 \overline{)32}$$

c

$$9 \overline{)99}$$

d

$$3 \overline{)84}$$

e

$$6 \overline{)84}$$

f

$$7 \overline{)91}$$

g

$$4 \overline{)92}$$

h

$$8 \overline{)96}$$

$$2. 3 \overline{)82}$$

$$7 \overline{)83}$$

$$2 \overline{)93}$$

$$5 \overline{)72}$$

$$8 \overline{)93}$$

$$6 \overline{)87}$$

$$4 \overline{)89}$$

$$5 \overline{)97}$$

$$3. 4 \overline{)35}$$

$$2 \overline{)19}$$

$$7 \overline{)55}$$

$$5 \overline{)48}$$

$$3 \overline{)23}$$

$$8 \overline{)52}$$

$$7 \overline{)39}$$

$$5 \overline{)42}$$

4 UNIT

a

$$4. 4 \overline{)844}$$

b

$$8 \overline{)896}$$

c

$$5 \overline{)582}$$

d

$$3 \overline{)965}$$

e

$$7 \overline{)789}$$

f

$$2 \overline{)847}$$

g

$$6 \overline{)684}$$

$$5. 5 \overline{)475}$$

$$9 \overline{)783}$$

$$4 \overline{)328}$$

$$8 \overline{)768}$$

$$6 \overline{)456}$$

$$7 \overline{)483}$$

$$3 \overline{)255}$$

$$6. 6 \overline{)593}$$

$$5 \overline{)749}$$

$$4 \overline{)486}$$

$$7 \overline{)643}$$

$$9 \overline{)999}$$

$$3 \overline{)527}$$

$$6 \overline{)794}$$

## Lesson 11 — DIVIDING NUMBERS WITH ZEROS

You can see from the examples on this page that division problems with zeros in the dividends are easy to work. You can work these problems as you have worked any of the other division problems. If you come to a part of a problem that seems hard, turn back to the division lessons before these and study each step.

1. Four boys have 390 daily newspapers to deliver. Each boy delivers the same number of papers. How many papers will each boy deliver? \_\_\_\_\_

How many papers will be left over? \_\_\_\_\_



2. Three boys have 680 papers to deliver in another part of town. If each boy delivers the same number, how many papers will each boy deliver? \_\_\_\_\_

How many papers will be left over? \_\_\_\_\_



3. Three boys deliver 320 papers in the south part of town. If each boy delivers the same number of papers, how many will each boy deliver? \_\_\_\_\_

How many papers will be left over? \_\_\_\_\_



4. Find the quotients:

a      b      c      d      e      f      g

6) 440      3) 290      4) 890      3) 670      4) 450      5) 590      8) 530

$$\begin{array}{r}
 7 \} 97 \\
 90 \\
 \hline
 4) 390 \\
 360 \quad 90 \times 4 \\
 \hline
 30 \\
 28 \quad 7 \times 4 \\
 \hline
 2 \quad \text{remainder}
 \end{array}$$

$$\begin{array}{r}
 6 \} 226 \\
 20 \\
 \hline
 3) 680 \\
 600 \quad 200 \times 3 \\
 \hline
 80 \\
 60 \quad 20 \times 3 \\
 \hline
 20 \\
 18 \quad 6 \times 3 \\
 \hline
 2 \quad \text{remainder}
 \end{array}$$

UNIT 4

$$\begin{array}{r}
 6 \} 106 \\
 100 \\
 \hline
 3) 320 \\
 300 \quad 100 \times 3 \\
 \hline
 20 \\
 18 \quad 6 \times 3 \\
 \hline
 2 \quad \text{remainder}
 \end{array}$$

## Lesson 12 — DIVIDING NUMBERS WITH ZEROS

This lesson also shows how easily you can work division problems with zeros.

1. The girls needed 408 cupcakes for a school picnic. There were 6 cupcakes in each box. How many boxes of cupcakes did the girls buy? \_\_\_\_\_



$$\begin{array}{r}
 & 8 \} 68 \\
 & 60 \\
 \hline
 6 ) 408 & 60 \times 6 \\
 360 \\
 \hline
 48 \\
 48 \\
 \hline
 0
 \end{array}$$

**Find the quotients:**

a

b

c

d

e

f

g

2.  $3 \overline{) 207}$      $4 \overline{) 308}$      $5 \overline{) 205}$      $6 \overline{) 504}$      $7 \overline{) 301}$      $9 \overline{) 801}$      $8 \overline{) 608}$

**4 UNIT**

3. The boys and girls in Jane's class brought 901 flowers from their gardens. They tied them up in bunches of 6 flowers each to sell. How many bunches were there? \_\_\_\_\_ How many flowers were left? \_\_\_\_\_

$$\begin{array}{r}
 & 50 \} 150 \\
 & 100 \\
 \hline
 6 ) 901 & 100 \times 6 \\
 600 \\
 \hline
 301 \\
 300 \\
 \hline
 1 \text{ remainder}
 \end{array}$$

**Find the quotients:**

a

b

c

d

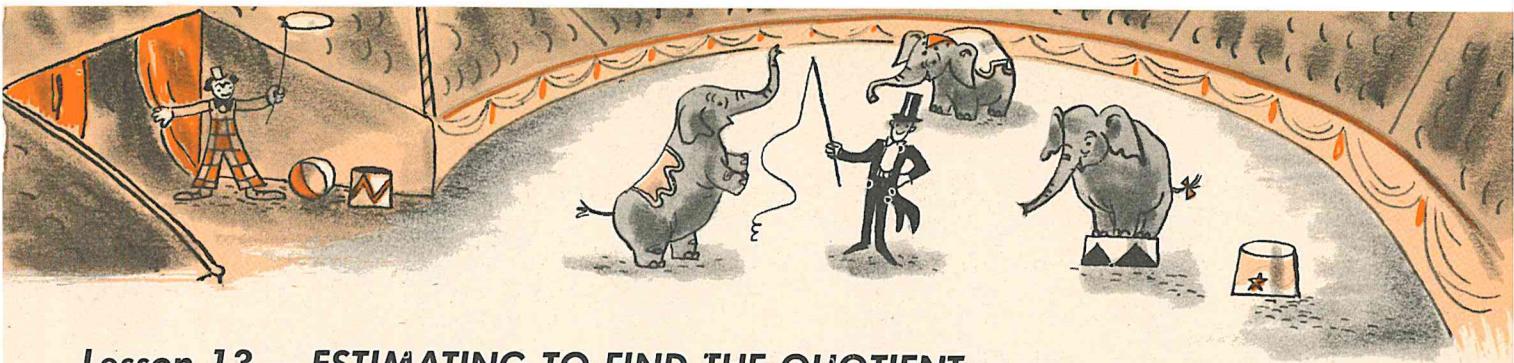
e

f

g

4.  $7 \overline{) 803}$      $8 \overline{) 905}$      $5 \overline{) 709}$      $4 \overline{) 606}$      $5 \overline{) 702}$      $3 \overline{) 506}$      $6 \overline{) 609}$

5.  $3 \overline{) 106}$      $5 \overline{) 802}$      $7 \overline{) 409}$      $8 \overline{) 409}$      $5 \overline{) 903}$      $6 \overline{) 807}$      $9 \overline{) 806}$



## Lesson 13 — ESTIMATING TO FIND THE QUOTIENT

1. At the circus 7 boys had 594 boxes of popcorn to sell. They divided the boxes evenly. How many boxes of popcorn did each boy have to sell? \_\_\_\_\_ How many boxes were left over? \_\_\_\_\_

1 Now can you think of a method to help you find the largest possible number for your first subtraction? Think of 594 as 5 hundreds, 9 tens, 4 ones. Change the 5 hundreds to 50 tens. (1 hundred = 10 tens. 5 hundreds =  $5 \times 10$  tens = 50 tens.) 594 is the same as 59 tens and 4 ones.

$$\begin{array}{r}
 4 \} 84 \\
 80 \\
 \hline
 7 \) 594 \\
 560 \quad 80 \times 7 \\
 \hline
 34 \\
 28 \quad 4 \times 7 \\
 \hline
 6 \quad \text{remainder}
 \end{array}$$

2 **Think:** 59 tens  $\div$  7 is about 8 tens. Try 8 tens, or 80, in the quotient.  $80 \times 7 = 560$ .  $560 < 594$ , so you can subtract. Work the rest of this problem as you have been doing.

2. There were 8 boys selling candy bars. If they divided 556 bars of candy evenly, how many candy bars did each boy have to sell? \_\_\_\_\_ How many were left over? \_\_\_\_\_

Work Space

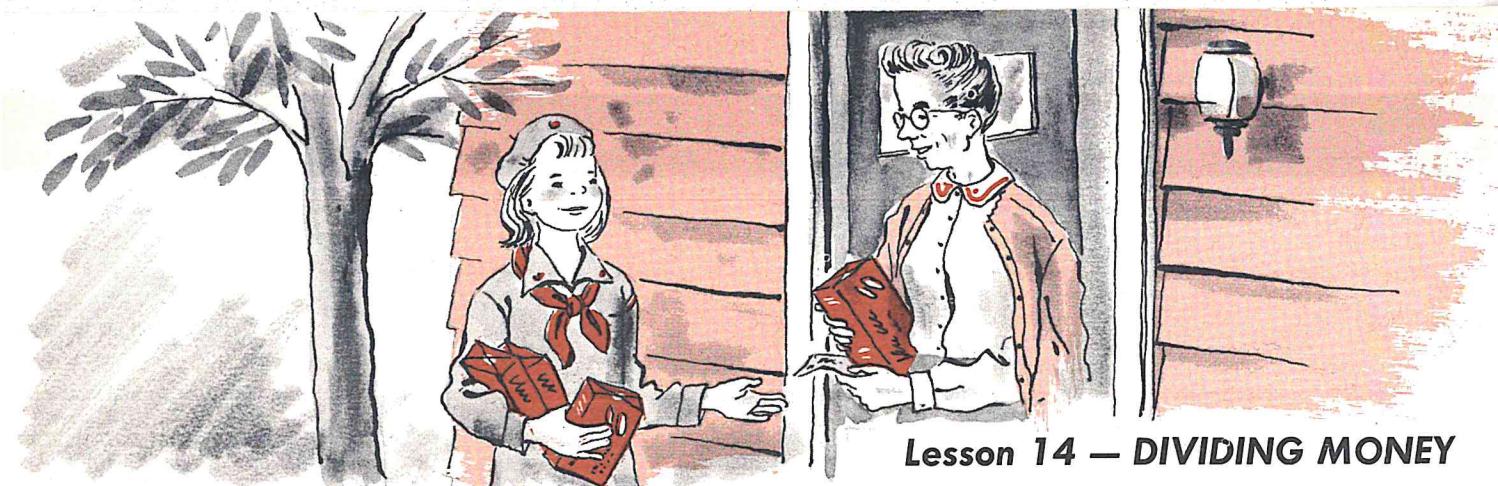
UNIT 4

Find the quotients:

a      b      c      d      e      f      g

3.  $3 \overline{) 257}$      $5 \overline{) 428}$      $6 \overline{) 523}$      $4 \overline{) 378}$      $2 \overline{) 135}$      $7 \overline{) 453}$      $9 \overline{) 658}$

4.  $3 \overline{) 293}$      $6 \overline{) 259}$      $8 \overline{) 715}$      $4 \overline{) 291}$      $7 \overline{) 235}$      $9 \overline{) 564}$      $5 \overline{) 374}$



## Lesson 14 — DIVIDING MONEY

1.

5	}	25
---	---	----

$$4 \overline{) 100}$$

$$\underline{80} \quad 20 \times 4$$

$$20$$

$$\underline{20} \quad 5 \times 4$$

Jane sold 4 boxes of cookies for \$1.00. Find how much Jane received for each box. *Think:* \$1.00 = 100 cents. Work the problem as other division problems you have had. Jane received \_\_\_\_\_ cents for each box.

2. Work Space

One Saturday, Dan earned \$1.05 delivering packages for the druggist. He delivered 3 packages. How much did he earn for delivering each package? \_\_\_\_\_ *Think:* \$1.05 = 105 cents.

**Divide. Before dividing, change the dollars to hundreds of cents:**

**4** UNIT

a

3.  $4 \overline{) \$2.84} = 4 \overline{) 284 \text{¢}}$

b

$2 \overline{) \$1.90} = 2 \overline{) 190 \text{¢}}$

c

$5 \overline{) \$4.35} = 5 \overline{) 435 \text{¢}}$

4.  $6 \overline{) \$5.16}$

8.  $8 \overline{) \$5.84}$

3.  $3 \overline{) \$2.25}$

5.  $5 \overline{) \$4.95}$

6.  $6 \overline{) \$3.06}$

6.  $6 \overline{) \$5.82}$

## Lesson 15 — PRACTICE

### 1. Find the sums:

a	b	c	d	e	f	g	h
4140	1258	3708	3577	\$3.47	377	442	24
<u>2096</u>	<u>3764</u>	<u>3257</u>	<u>2629</u>	<u>1.39</u>	<u>784</u>	<u>237</u>	<u>19</u>

### 2. Find the differences:

a	b	c	d	e	f	g
\$48.65	\$58.43	406	623	826	308	412
<u>23.59</u>	<u>42.75</u>	<u>235</u>	<u>378</u>	<u>307</u>	<u>176</u>	<u>255</u>

### Find the products:

a	b	c	d	e	f	g	h
3. 98	87	96	65	54	43	72	61
<u>12</u>	<u>43</u>	<u>34</u>	<u>75</u>	<u>26</u>	<u>87</u>	<u>78</u>	<u>89</u>

4. 89	34	85	56	391	370	489	598
<u>95</u>	<u>39</u>	<u>63</u>	<u>64</u>	<u>63</u>	<u>82</u>	<u>71</u>	<u>80</u>

UNIT 4

### Find the quotients:

a	b	c	d	e	f	g
5. 3) 45	3) 516	4) 496	5) 656	6.) 726	8) 976	9) 988

6. 4) 656	3) 205	6) 778	2) 985	7) 851	5) 765	9) 847
-----------	--------	--------	--------	--------	--------	--------

## Lesson 16 — ARITHMETIC SENTENCES

Use these questions to help find the answer for problem 1 in this lesson:

1. What are you to find?
2. Do you add, subtract, multiply, or divide?
3. What numbers do you use to find the answers?
4. What is your answer?

To answer these questions write an arithmetic sentence for each problem. The arithmetic sentence for problem 1 would be:  $2 \times \$4.47 = n$ .

1. The letter  $n$  stands for the **number** you are to find.
2. The sentence shows that you are to **multiply**.
3. The numbers you are to use are **2** and  **$\$4.47$** .
4. Work the problem.

Work Space

**Write an arithmetic sentence for each problem before you work it:**

1. Sue's mother bought 2 new pairs of curtains for Sue's room. Each pair cost \$4.47. How much did the curtains cost?                     $2 \times \$4.47 = n$

$\begin{array}{r} \$4.47 \\ \times 2 \\ \hline \end{array}$

2. Sue has saved \$4.07 for a clock for her room. The clock costs \$4.75. How much more money does she need?                   

3. Mother made 4 cushions for Sue's room. She used a yard of cloth for each one. If the cloth cost \$1.85 a yard, how much did the cushions cost?

4. For Sue's room Father bought a rug for \$4.97, a desk for \$23.95, and a desk lamp for \$3.88. How much did he spend?                   

5. Sue spent \$2.80 for 4 small pictures for her room. What did she pay for each picture?                   

6. Sue worked in her room 10 minutes Friday, 15 minutes Saturday, 8 minutes Monday, and 21 minutes Tuesday. How many minutes did she work?                   

4 UNIT

## Lesson 17 — USING THE RIGHT FACTS

Before working the boys' problems, write an arithmetic sentence for each problem. Pick out only the numbers you need to work the problem. An arithmetic sentence is written for you in problem 1.

1. Bob's father gave Bob and his friends 5 piles of old boards to build a hut. There were 198 boards the boys could use. If 75 of the 198 boards were long boards, how many were short boards? \_\_\_\_\_

Work Space

$$198 - 75 = n \quad n = \underline{\hspace{2cm}}$$

2. The boys hauled 6 boards on their wagon at one time with 2 boys helping. How many trips did they make to haul the 198 boards? \_\_\_\_\_

3. The boys needed 4 boards 8 feet long and 3 boards 6 feet long. How many boards did the boys need? \_\_\_\_\_

4. John gave the boys 1 large window, 2 small windows, and 1 door. How many windows did he give them? \_\_\_\_\_

5. One window was 2 feet wide and needed 2 panes of glass. Another window needed 4 panes of glass. The third window needed 3 panes of glass. How many panes of glass did the 3 windows need? \_\_\_\_\_

UNIT 4

6. Add and check your work:

<b>a</b>	<b>b</b>
537	492
285	305
<u>146</u>	<u>684</u>

8. Subtract and check your work:

<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>
376	4812	6173	7401
180	<u>1901</u>	<u>5385</u>	<u>3090</u>
<u>450</u>			

7. Multiply and check your work:

<b>g</b>	<b>h</b>	<b>i</b>
49	74	57
<u>29</u>	<u>56</u>	<u>18</u>

9. Divide and check your work:

7 ) 973	8 ) 904	6 ) 756
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## Lesson 18 — TWO-STEP NUMBER STORIES

To work the problems in this lesson, you need to answer two questions. You cannot answer the second question until you know the answer to the first one.

**Work the two steps of each problem in the spaces marked A and B:**

1. Jim went to the store to buy a can of peas for 15¢ and a loaf of bread for 25¢. He had 45¢.

(A) How much did Jim A B pay for the peas and 15¢ 45¢ the bread?  $\underline{25} - \underline{40}$

(B) How much change 40¢ 5¢ did he get?  $\underline{\quad}$

2. Bob went to the newsstand for a 35¢ magazine and a 5¢ newspaper. He had 50¢.

(A) How much did Bob A B pay for the magazine and the newspaper?  $\underline{\quad}$

(B) How much change did Bob get?  $\underline{\quad}$

3. The children had \$2.75 to pay for these groceries: sugar 50¢, flour 69¢, milk 25¢, and apples 39¢.

(A) What was the total A B cost of the groceries?  $\underline{\quad}$

(B) How much change was left?  $\underline{\quad}$

4. Bill bought 3 pencils at 7¢ each and a bottle of ink for 25¢.

(A) How much did the A B pencils cost?  $\underline{\quad}$

(B) How much did the pencils and the ink cost?  $\underline{\quad}$

5. John took \$3.50 to buy 4 pounds of grass seed at 80¢ a pound.

(A) How much did the A B grass seed cost?  $\underline{\quad}$

(B) How much money did John have left?  $\underline{\quad}$

6. Ruth had 75¢ to mail a package. The postage was 53¢. It cost 10¢ to insure the package.

(A) How much did Ruth A B pay to send the package?  $\underline{\quad}$

(B) How much change did she get?  $\underline{\quad}$

7. Mrs. Smith hired the errand club to buy a tube of paste for 25¢, a bottle of ink for 20¢, and some writing paper for 35¢. She gave the boys 95¢.

(A) How much did the A B paste, the ink, and the writing paper cost?  $\underline{\quad}$

(B) How much change did the boys give Mrs. Smith?  $\underline{\quad}$

## Lesson 19 — MORE TWO-STEP STORY PROBLEMS

1. The girls in fourth grade bought 2 rolls of blue paper at 20¢ a roll and a package of gold paper for 30¢ for party decorations.

(A) How much did the rolls of blue paper cost? \_\_\_\_\_

A B

(B) What was the total cost of the blue and gold paper? \_\_\_\_\_

2. The boys made programs. They bought 3 dozen sheets of colored paper at 20¢ a dozen and a bottle of gold ink for 25¢.

(A) How much did the sheets of colored paper cost? \_\_\_\_\_

A B

(B) What was the total cost of the programs? \_\_\_\_\_

3. The girls made cookies for refreshments. They bought 2 pounds of sugar at 12¢ a pound. The other things they bought for the cookies cost 64¢.

(A) What was the cost of the sugar? \_\_\_\_\_

A B

(B) What did the cookies cost? \_\_\_\_\_

4. The children bought flowers for a bouquet for Miss Parks' desk. They bought 3 rosebuds at 25¢ each and a dozen sweet peas for 87¢. Find how much they paid for flowers.

(A) How much did the rosebuds cost? \_\_\_\_\_

A B

(B) What was the total cost of the flowers? \_\_\_\_\_

UNIT 4

**Write the missing numbers:**

a

$$5. \quad 3 \times \underline{\quad} = 9$$

b

$$16 - \underline{\quad} = 9$$

c

$$36 \div \underline{\quad} = 9$$

d

$$5 + \underline{\quad} = 9$$

$$6. \quad 15 - \underline{\quad} = 8$$

$$4 \times \underline{\quad} = 8$$

$$2 + \underline{\quad} = 8$$

$$48 \div \underline{\quad} = 8$$

$$7. \quad 9 \times \underline{\quad} = 18$$

$$6 \times \underline{\quad} = 18$$

$$2 \times \underline{\quad} = 18$$

$$3 \times \underline{\quad} = 18$$

$$8. \quad 4 \times \underline{\quad} = 24$$

$$8 \times \underline{\quad} = 24$$

$$6 \times \underline{\quad} = 24$$

$$3 \times \underline{\quad} = 24$$

**Work these problems:**

a	b	c	d	e	f	g	h
9. $427$	$602$						
$324$	$393$	$423$	$567$				
$+29$	$+75$	$\times 8$	$\times 7$	$5 \overline{) 475}$	$8 \overline{) 648}$	$473$	$581$

TOP SCORE: 32 MY SCORE: \_\_\_\_\_

101

## Lesson 20 — FINDING AVERAGES

1. John went bowling with his family. The scores for his first 3 games were 165, 190, and 170. What was his average score for the three games? \_\_\_\_\_

**Add:** ← First, find the total number of points scored.

165

190

170

525

175

175

175

525

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## Lesson 21 — LINEAR MEASURE

12 inches (in.) = 1 foot (ft.)

3 feet (ft.) = 1 yard (yd.)

36 inches (in.) = 1 yard (yd.)

5280 feet (ft.) = 1 mile (mi.)

1. The roof of a birdhouse is made from a board 8 inches long. Look at your ruler to see how long 8 inches is. How much less than a foot is 8 inches? \_\_\_\_\_

2. Bob has a board 9 feet long. How many yards long is it? \_\_\_\_\_

Work Space

3. Bob put a birdhouse on a post 7 feet high. How many inches high is the post? \_\_\_\_\_

4. It is 3642 feet from Bob's house to Bill's house. How many feet less than a mile is this? \_\_\_\_\_

How many yards less? \_\_\_\_\_

5. How many boards 8 inches long can be cut from a board 6 feet long? \_\_\_\_\_

Work Space

**Write the answers:**

a

b

c

6. \_\_\_\_\_ inches = 1 foot \_\_\_\_\_ feet = 1 yard \_\_\_\_\_ inches = 1 yard

7. 2 feet = \_\_\_\_\_ inches 1760 yards = \_\_\_\_\_ miles 3 yards = \_\_\_\_\_ inches

UNIT 4

Symbols are sometimes used in writing feet and inches. 7 feet, written with a symbol, is 7'. 2 inches, written with a symbol, is 2".

**Write these feet and inches, using symbols:**

a

b

c

d

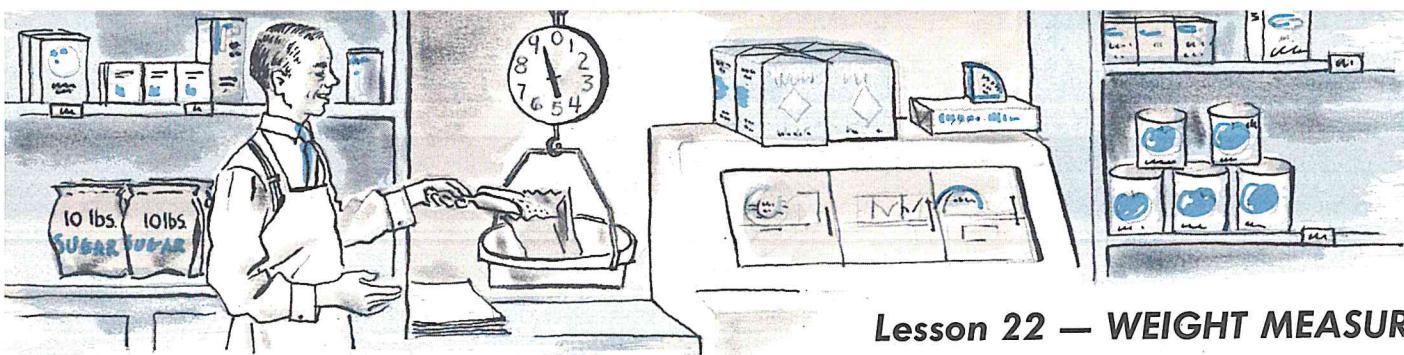
8. 2 feet \_\_\_\_\_ 8 feet \_\_\_\_\_ 5 inches \_\_\_\_\_ 9 inches \_\_\_\_\_

9. 6 feet \_\_\_\_\_ 5 feet \_\_\_\_\_ 7 inches \_\_\_\_\_ 4 inches \_\_\_\_\_

10. Use this chart to find the answers:

- a. Who is the tallest? \_\_\_\_\_
- b. Who is the shortest? \_\_\_\_\_
- c. Find the difference between the two heights. \_\_\_\_\_
- d. What is the average height for these four? \_\_\_\_\_

NAME	HEIGHT (inches)
Jerry	55
John	54
Sue	53
Mary	50



## Lesson 22 — WEIGHT MEASURE

$$16 \text{ ounces (oz.)} = 1 \text{ pound (lb.)}$$

$$2000 \text{ pounds (lb.)} = 1 \text{ ton (T.)}$$

1. Max bought one pound of peanuts. How many ounces is one pound? \_\_\_\_\_

Work Space

2. Max and 3 of his friends shared the pound of nuts equally. How many ounces of peanuts did each of the 4 boys have? \_\_\_\_\_

3. Mr. Hale, a grocer, had a ton of peanuts to sell in his grocery stores. How many pounds are in one ton? \_\_\_\_\_

4 UNIT

4. Mr. Hale sold 1500 pounds of the ton of peanuts before Christmas. How many pounds of peanuts did he have left after Christmas? \_\_\_\_\_

5. The grocer bought a ton of sugar in 100-pound bags. How many 100-pound bags of sugar did he buy? \_\_\_\_\_

6. If he divided the sugar in each of the 100-pound bags into 10-pound sacks, how many 10-pound sacks would he have? \_\_\_\_\_

Work Space

7. Jack bought 1 pound 8 ounces of candy. If each piece of candy weighed 1 ounce, how many pieces did he have? \_\_\_\_\_

8. One piece of candy weighs 1 ounce. If Joe bought a pound of candy for 32¢, how much did each piece cost? \_\_\_\_\_

9. A jar weighing 20 ounces weighs 1 pound and \_\_\_\_\_ ounces.

Use the symbol  $>$  or  $<$  to compare these measures:

a

10. 24 ounces \_\_\_\_\_ 1 pound

b

1500 pounds \_\_\_\_\_ 1 ton

c

1 pound \_\_\_\_\_ 15 ounces

11. 1 ton \_\_\_\_\_ 2500 pounds

3000 pounds \_\_\_\_\_ 1 ton

$\frac{1}{2}$  pound \_\_\_\_\_ 6 ounces

12.  $\frac{1}{4}$  ton \_\_\_\_\_ 1000 pounds

$\frac{1}{4}$  ton \_\_\_\_\_ 400 pounds

$\frac{1}{2}$  pound \_\_\_\_\_ 10 ounces

13. Write the abbreviations for: ounce \_\_\_\_\_ pound \_\_\_\_\_ ton \_\_\_\_\_

## Lesson 23 — LIQUID MEASURE

2 pints (pt.) = 1 quart (qt.)      1 cup (c) = 8 fluid ounces (fl. oz.)  
 4 quarts (qt.) = 1 gallon (gal.)      2 cups (c) = 1 pint (pt.)

Read the recipe and answer these questions:

- Mary made candy. She had a pint of milk.
  - How many cups are in 1 pint? \_\_\_\_\_
  - How many fluid ounces are in 1 pint? \_\_\_\_\_
  - How many fluid ounces of milk did Mary use? \_\_\_\_\_
- Mary's mother made punch for the Parent Teachers Association Meeting.
  - How many quarts of water did Mary's mother use? \_\_\_\_\_
  - How many pints of apple juice? \_\_\_\_\_
  - How many cups of orange juice? \_\_\_\_\_
- Mike's brother built a small car that he called "Doodlebug." The gas tank holds 1 quart of gasoline. What does a quart of gasoline cost if one gallon costs 32¢? \_\_\_\_\_
- Mike's family uses 30 gallons of milk in a month. At 88¢ a gallon what is the monthly cost of milk for Mike's family? \_\_\_\_\_

### Mary's Candy Recipe

2 cups brown sugar  
 1 cup sugar  
 1 cup milk  
 2 tablespoons syrup  
 $\frac{1}{4}$  teaspoon salt  
 $\frac{1}{2}$  cup chopped nuts

### Punch Recipe

3 cups sugar	1 $\frac{1}{2}$ cups lemon juice
1 gallon water	1 pint orange juice
1 pint tea	1 quart apple juice
2 quarts cranberry juice	

### Work Space

UNIT 4

Write the missing numbers:

a

b

c

5. \_\_\_\_\_ cups = 1 quart      \_\_\_\_\_ quarts = 5 gallons      1 pint = \_\_\_\_\_ fluid ounces

6. \_\_\_\_\_ pints = 1 gallon      1 cup = \_\_\_\_\_ fluid ounces      1 quart = \_\_\_\_\_ fluid ounces

7. Write the abbreviations for these words:

a

b

c

d

e

fluid ounce \_\_\_\_\_

cup \_\_\_\_\_

pint \_\_\_\_\_

quart \_\_\_\_\_

gallon \_\_\_\_\_

Use the symbol > or < to compare these measures:

8. 3 cups \_\_\_\_\_ 1 pint
9. 2 cups \_\_\_\_\_  $\frac{1}{2}$  pint
10. 1 cup \_\_\_\_\_  $\frac{1}{4}$  pint
- b
- 3 quarts \_\_\_\_\_ 1 gallon
- 5 quarts \_\_\_\_\_ 9 pints
- $\frac{1}{2}$  quart \_\_\_\_\_ 3 pints
- c
- 1 pint \_\_\_\_\_ 6 fluid ounces
- 15 fluid ounces \_\_\_\_\_ 2 cups
- 9 fluid ounces \_\_\_\_\_ 2 cups

# Assembly to-day

2:30 P.M.

## Lesson 24 — TIME MEASURES

On the chalkboard, the class read an announcement that assembly would be held at 2:30 P.M.

Their teacher pointed out that the clockface has only twelve hours. She said that the hour hand goes around the clockface twice in the twenty-four hours in each day. The time from midnight to noon is shown by the letters A.M., and the time from noon to midnight is shown by the letters P.M.

The 2:30 P.M. in the notice means that the assembly will be at 2:30 o'clock in the afternoon.

### 1. Write the right letters, A.M. or P.M.:

Breakfast time

8:15 \_\_\_\_\_

Morning play time

10:10 \_\_\_\_\_

Bedtime

9:00 \_\_\_\_\_

Afternoon school time

1:15 \_\_\_\_\_

### 2. How many minute marks between:

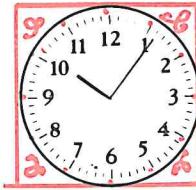
12 and 1 \_\_\_\_\_ ; 2 and 3 \_\_\_\_\_ ;

3 and 4? \_\_\_\_\_

### 3. There are \_\_\_\_\_ minute marks between each number on the clock.



A

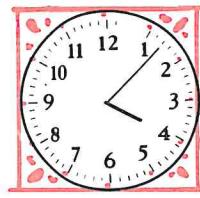


B

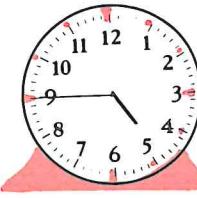
4. Count by 5's the minute marks on the clockface. How many minutes are in one hour? \_\_\_\_\_

Clockface A shows 14 minutes past 5 o'clock, or 5:14.

Clockface B shows 6 minutes past 10:00 or 10:06.



C

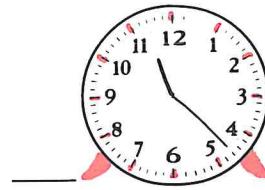


D

5. The minute hand goes from one small mark to the next small mark in one minute. On clockface C the hour hand points to 4 and the minute hand points to the seventh small mark. The time is 7 minutes past 4 o'clock, or \_\_\_\_\_

6. When the minute hand points to 9, it is 15 minutes before the hour. Clockface D shows 15 minutes before 5 o'clock, or 4:45. 5 o'clock minus 15 minutes is \_\_\_\_\_ o'clock.

### 7. Write the time each clockface shows:

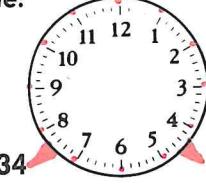


\_\_\_\_\_



\_\_\_\_\_

### 8. Draw hands on these clockfaces to show the time:



3:34



9:17

## Lesson 25 — TIME MEASURES

60 seconds (sec.) = 1 minute (min.)  
 60 minutes = 1 hour (hr.)  
 24 hours = 1 day  
 7 days = 1 week (wk.)

52 weeks = 1 year (yr.)  
 12 months (mo.) = 1 year  
 365 days = 1 year  
 366 days = 1 leap year

Write the correct numbers:

a

1. Days in a regular year \_\_\_\_\_  
 2. Days in a leap year \_\_\_\_\_  
 3. Hours in a week \_\_\_\_\_

b

Minutes in a day \_\_\_\_\_  
 Seconds in an hour \_\_\_\_\_  
 Months in 8 years \_\_\_\_\_

4. John and his father traveled from 8:00 A.M. until 6:00 P.M. How many hours did they travel? \_\_\_\_\_

Work Space

5. Uncle Will and Aunt Helen were on the train from 10:15 Tuesday morning until 7:45 Wednesday morning. How many hours? \_\_\_\_\_

6. The morning session of school starts at 9:00 and ends at 12:00. How many hours long? \_\_\_\_\_

7. The afternoon session of school begins at 1:30 and ends at 3:30. How many hours? \_\_\_\_\_

Work Space

8. The minute hand goes around the face of the clock in \_\_\_\_\_ minutes; in \_\_\_\_\_ hours.

9. The hour hand goes around the face of the clock in \_\_\_\_\_ hours.

10. There are \_\_\_\_\_ hours from 2:00 P.M. until 12:00 midnight.

UNIT 4



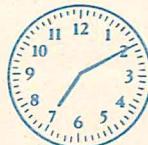
A



B



C



D

11. Bob began playing ball at 5:46. He stopped playing at 7:49. How long did Bob play ball? \_\_\_\_\_

13. Clockface C shows the time Mary began to practice her music, and D shows the time she finished. How long did she practice? \_\_\_\_\_

12. Draw hands on clockface A to show the time Bob began to practice and on clockface B to show when he finished.

14. Write the time each clockface shows:

C \_\_\_\_\_

D \_\_\_\_\_

## Lesson 26 — ROMAN NUMERALS

The early Romans used letters to write numbers. They used four letters, I, V, X, and L to write all the numbers from 1 to 50. The letter I means 1, V means 5, X means 10, and L means 50. II means  $1 + 1 = 2$ ; XV means  $10 + 5 = 15$ ; XXX means  $10 + 10 + 10 = 30$ . The same letter is never written more than three times in succession. To write 4, subtract 1 from 5. To subtract, put 1 before 5.  $4 = 5 - 1$  or IV;  $9 = 10 - 1$  or IX;  $40 = 50 - 10$  or XL.

*The Roman numerals from 1 to 49 are written:*

I	1	VIII	8	XV	15	XXII	22	XXIX	29	XXXVI	36	XLIII	43
II	2	IX	9	XVI	16	XXIII	23	XXX	30	XXXVII	37	XLIV	44
III	3	X	10	XVII	17	XXIV	24	XXXI	31	XXXVIII	38	XLV	45
IV	4	XI	11	XVIII	18	XXV	25	XXXII	32	XXXIX	39	XLVI	46
V	5	XII	12	XIX	19	XXVI	26	XXXIII	33	XL	40	XLVII	47
VI	6	XIII	13	XX	20	XXVII	27	XXXIV	34	XLI	41	XLVIII	48
VII	7	XIV	14	XXI	21	XXVIII	28	XXXV	35	XLII	42	XLIX	49

C means 100. XC means  $100 - 10$  or 90. The numbers from 51 — 100 are formed in the same way as the numbers from 1 — 50.

### 4 UNIT

1. Write the Roman numerals from 50-99.

50	60	70	80	90
51	61	71	81	91
52	62	72	82	92
53	63	73	83	93
54	64	74	84	94
55	65	75	85	95
56	66	76	86	96
57	67	77	87	97
58	68	78	88	98
59	69	79	89	99

2. Write these numbers our way:

XXXVI \_\_\_\_ XCIII \_\_\_\_ LXXIV \_\_\_\_ XLVII \_\_\_\_ XXXIX \_\_\_\_ XXII \_\_\_\_

## Lesson 27 — REVIEW

1. Sue made some cookies. She bought 2 pounds of sugar at 15¢ per pound. Other things she needed for the cookies cost 89¢. Find the total cost of the cookies.

(A) What was the cost of the sugar? \_\_\_\_\_  
 (B) What was the total cost? \_\_\_\_\_

A      B

Write these Roman numerals in figures:

2. XI \_\_\_\_\_ XXX \_\_\_\_\_ IX \_\_\_\_\_  
 3. LXXV \_\_\_\_\_ XCIV \_\_\_\_\_ XLIV \_\_\_\_\_

Write the number that tells how many:

4. 1 day = \_\_\_\_\_ hours  
 5. 1 hour = \_\_\_\_\_ minutes  
 6. 1 week = \_\_\_\_\_ days  
 7. 1 leap year = \_\_\_\_\_ days

**Underline the answer which you think is correct and cross out the other two:**

8. Kay's weight is about:

65 tons      65 ounces      65 pounds

9. Dan's height is about:

52 yards      52 inches      52 feet

10. One gallon is:

4 cups      4 pints      4 quarts

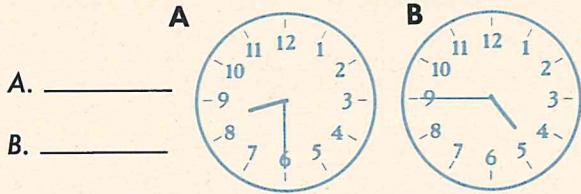
**Write these figures in Roman numerals:**

11. 7 \_\_\_\_\_ 47 \_\_\_\_\_ 15 \_\_\_\_\_  
 12. 28 \_\_\_\_\_ 32 \_\_\_\_\_ 50 \_\_\_\_\_

**Write A.M. or P.M. on each line:**

13. 7 o'clock in the morning \_\_\_\_\_  
 14. 3 o'clock in the afternoon \_\_\_\_\_

15. Write the time each clock tells:



UNIT 4

16. Find the averages:

a	b
25	24
32	25
75	36
	15

c

16
35
21

17. Find the quotients:

a	b	c	d	e	f
9) 65	8) 584	9) 783	5) 785	7) 504	6) 876

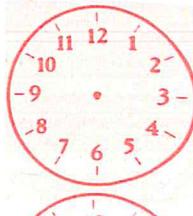
## Lesson 28 — TEST YOURSELF

1. Some boys and girls made programs for a party. They bought 36 sheets of colored paper at 2¢ a sheet and a bottle of silver ink for 34¢. Find how much the programs cost.

A

B (A) How much did the colored paper cost? \_\_\_\_\_

2. Bob began to play ball at 4:36. He stopped playing ball at 6:15. Draw hands on the clockfaces to show these times: How long did Bob play ball? \_\_\_\_\_



**Underline the correct answer:**

3. 1 quart is:

2 cups 2 pints 2 gallons.

4. Jim's height is about:

55 yards 55 feet 55 inches.

5. Mary's weight is about:

68 ounces 68 pounds 68 tons.

**Write the number that tells how many:**

6. 1 hour = \_\_\_\_\_ seconds

7. 1 regular year = \_\_\_\_\_ hours

8. 1 day = \_\_\_\_\_ minutes

9. Find the averages: b

a	25
125	83
627	26
205	34

### 4 UNIT

10. Write these figures in Roman numerals:

a 82 \_\_\_\_\_

b 27 \_\_\_\_\_

c 43 \_\_\_\_\_

d 95 \_\_\_\_\_

e 86 \_\_\_\_\_

f 70 \_\_\_\_\_

11. Write these Roman numerals in figures:

a XLII \_\_\_\_\_

b XXXI \_\_\_\_\_

c XCIX \_\_\_\_\_

d LXXVI \_\_\_\_\_

e LXXXIV \_\_\_\_\_

12. Write A.M. or P.M. on each line:

a 6 o'clock in the morning \_\_\_\_\_

b 4 o'clock in the afternoon \_\_\_\_\_

**Find the quotients:**

13.  $6 \overline{) 82}$

b  $7 \overline{) 43}$

c  $9 \overline{) 729}$

d  $6 \overline{) 423}$

e  $8 \overline{) 943}$

f  $5 \overline{) 535}$

14.  $7 \overline{) 605}$

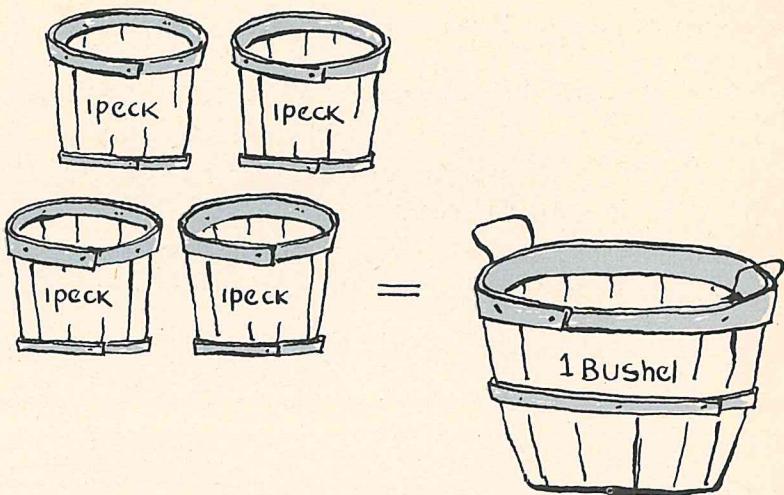
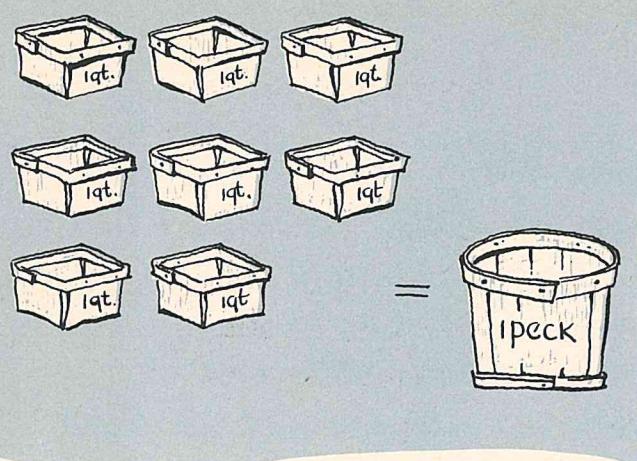
g  $9 \overline{) 430}$

h  $6 \overline{) 852}$

i  $5 \overline{) 428}$

j  $4 \overline{) 329}$

k  $8 \overline{) 923}$



## Lesson 1 — DRY MEASURE

Jim visited his Uncle Tom's farm. Uncle Tom was feeding the farm animals. He measured the corn and oats in quart and peck measures. Jim told Uncle Tom that they had learned the table of dry measures in school. Jim helped his Uncle Tom feed.

$$8 \text{ quarts (qt.)} = 1 \text{ peck (pk.)}$$

$$4 \text{ pecks (pk.)} = 1 \text{ bushel (bu.)}$$

1. Jim put 16 quarts of oats into peck containers. How many peck containers did he fill? \_\_\_\_\_

Work Space

2. If he filled a peck container with corn 8 times, how many bushel baskets could he fill? \_\_\_\_\_

3. Uncle Tom fed the pony a peck of oats each day. How long did 5 bushels of oats last? \_\_\_\_\_

4. If oats cost \$1.40 a bushel, how much does a peck of oats cost? \_\_\_\_\_

Work Space

5. If corn costs \$1.15 a bushel, how much do 5 bushels cost? \_\_\_\_\_

6. Uncle Tom bought 4 bushels of potatoes to plant. How many pecks did he buy? \_\_\_\_\_

7. Uncle Tom paid \$2.35 for a bag of potatoes. How much did 4 bags cost? \_\_\_\_\_

UNIT 5

**Write the answers:**

a

8. 1 bushel = \_\_\_\_\_ quarts    5 pecks = \_\_\_\_\_ quarts    6 bushels = \_\_\_\_\_ pecks

b

9. 4 bushels = \_\_\_\_\_ pecks    12 pecks = \_\_\_\_\_ bushels    32 quarts = \_\_\_\_\_ pecks

c

10.  $\frac{1}{2}$  bushel = \_\_\_\_\_ pecks    16 pecks = \_\_\_\_\_ bushels    3 pecks = \_\_\_\_\_ quarts

TOP SCORE: 16    MY SCORE: \_\_\_\_\_

## Lesson 2 — UNITS OF MEASURE

For this lesson, you may need to review the following lessons:

Linear Measure, p. 103  
Weight Measure, p. 104

Liquid Measure, p. 105  
Dry Measure, p. 111

Time Measure, pp. 106 and 107

You need to know one more fact: 1 dozen (doz.) = 12

You will notice that liquid and dry measures use many of the same terms, but the volume measured is different.

1. Jean's mother bought 3 dozen rolls. How many rolls did she buy?  
\_\_\_\_\_

Work Space

2. Mrs. Martin bought 2 gallons of vinegar. How many quarts of vinegar was that?  
\_\_\_\_\_

How many fluid ounces?  
\_\_\_\_\_

5. Mr. Martin bought 3 pecks of grain. How many quarts did he buy?  
\_\_\_\_\_

Work Space

6. Mrs. Martin bought a remnant of cloth 34 inches long. How much less than a yard was the length of the cloth?  
\_\_\_\_\_

3. Jean asked the grocer for a pound of cookies. When he put the cookies on the scales, they weighed 14 ounces. How much less than a pound was this?  
\_\_\_\_\_

7. Molly asked for 2 quarts of cream. The grocer had no quart cartons of cream, so he gave her pint cartons. How many pints of cream did Molly get?  
\_\_\_\_\_

4. The grocer put a pound of candy into 4-ounce packages. How many packages did he have?  
\_\_\_\_\_

8. Tom and Jean went to a movie that lasted 96 minutes. How many hours and minutes was this?  
hr.  
min.  
\_\_\_\_\_

5 UNIT

Write the correct numbers:

a

9. 3 gal. = \_\_\_\_ qt.

b

2 qt. = \_\_\_\_ c.

10. 2 bu. = \_\_\_\_ pk.

6 pt. = \_\_\_\_ c.

c

4 doz. = \_\_\_\_

1 pt. = \_\_\_\_ fluid ounces

## Lesson 3 — ADDING DENOMINATE NUMBERS

1. The grocer had 2 bushels 1 peck of apples. Then a farmer brought him 8 bushels 2 pecks more of apples to sell. What quantity of apples did he have then?    bu.    pk.

2 bu. 1 pk.  
8 bu. 2 pk.  
10 bu. 3 pk.

*Add, beginning at the right. Bushels are written under bushels and pecks under pecks.*

2. The grocer boy dusted two shelves of canned fruit. One shelf was 5 feet 6 inches long and the other shelf was 3 feet 4 inches long. What was the length of the shelves he dusted?    ft.    in.

5 ft. 6 in.  
3 ft. 4 in.

3. Molly's mother bought 2 gallons 1 quart of apple cider and 1 gallon 2 quarts of cherry cider. How much cider did she buy?    gal.    qt.

Work Space

4. Jean bought a can of corn that weighed 1 pound 1 ounce, and a can of peaches that weighed 1 pound 13 ounces. What did the corn and peaches weigh?    lb.    oz.

5. Mr. Martin bowled 2 hours 15 minutes one day and 1 hour 40 minutes another day. How much time did he spend bowling the 2 days?    hr.    min.

UNIT 5

**Find the sums:**

a	b	c	d
6. <u>7 gal.</u> <u>1 qt.</u> <u>6 gal.</u> <u>2 qt.</u>	8 ft. 6 in. <u>2 ft.</u> <u>5 in.</u>	10 lb. 6 oz. <u>8 lb.</u> <u>8 oz.</u>	3 hr. 20 min. <u>5 hr.</u> <u>16 min.</u>
7. <u>8 bu.</u> <u>2 pk.</u> <u>9 bu.</u> <u>1 pk.</u>	2 pk. 3 qt. <u>1 pk.</u> <u>2 qt.</u>	4 yd. 1 ft. <u>2 yd.</u> <u>1 ft.</u>	9 min. 10 sec. <u>2 min.</u> <u>4 sec.</u>

**Change to smaller units:**

8. 3 bu. =    pk. 2 lb. =    oz. 5 yd. =    ft. 3 qt. =    pt.  
 9. 4 T. =    lb. 3 hrs. =    min. 3 ft. =    in. 4 gal. =    qt.

**Change to larger units:**

10. 12 ft. =    yd. 20 pk. =    bu. 16 oz. =    lb. 7 min. =    sec.  
 11. 36 in. =    yd. 6 c. =    pt. 2000 lb. =    T. 12 qt. =    gal.

## Lesson 4 — SUBTRACTING DENOMINATE NUMBERS

1. Mike used 1 gallon 2 quarts of paint in painting the playroom in the basement. Last year he used 2 gallons 3 quarts of paint. How much less paint did he use this year than last year? \_\_\_\_\_ gal.  
\_\_\_\_\_ qt. *Write gallons under gallons and quarts under quarts:*

**Begin at right.**

**Subtract:**

2 gal. 3 qt.  
1 gal. 2 qt.

2. The playroom is 10 feet 2 inches wide and 12 feet 9 inches long. How much longer is the room than it is wide? \_\_\_\_\_ ft. \_\_\_\_\_ in.

12 ft. 9 in.  
10 ft. 2 in.

3. In cleaning the basement Mike collected 2 bushels and 1 peck of articles to throw away. Mary cleaned the attic and collected 3 bushels and 3 pecks of articles to throw away. How much more did Mary throw away than Mike? \_\_\_\_\_ bu. \_\_\_\_\_ pk.

**Work Space**

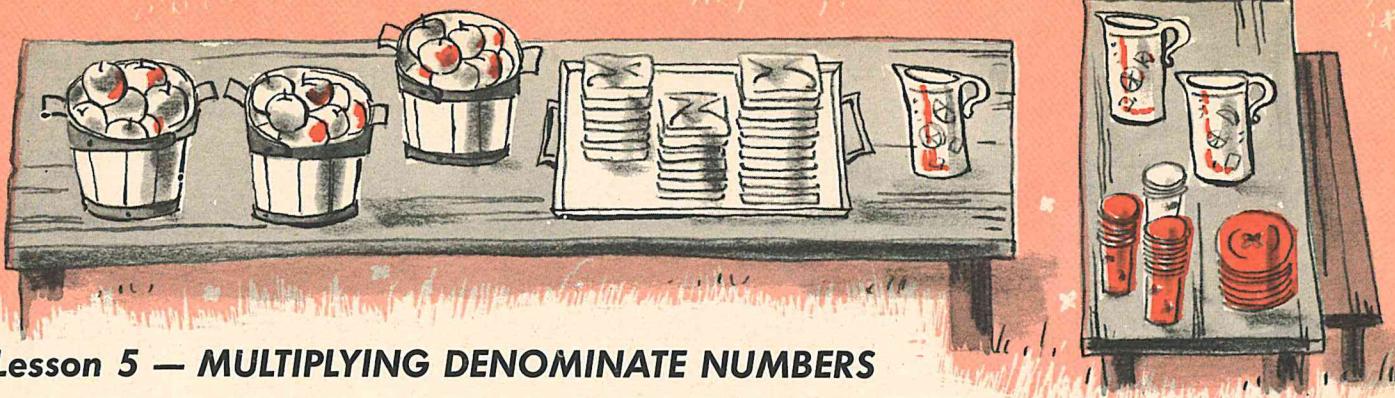
4. Mike and Mary weighed the old magazines. Mary's pile weighed 7 pounds 6 ounces and Mike's pile 8 pounds 11 ounces. How much more did Mike's magazines weigh than Mary's? \_\_\_\_\_ lbs. \_\_\_\_\_ oz.

5. It took Mike and Mary 5 hours 12 minutes to clean the basement and 2 hours 10 minutes to clean the garage. How much longer did it take to clean the basement than the garage? \_\_\_\_\_ hr. \_\_\_\_\_ min.

**5 UNIT**

**Find the differences:**

a	b	c	d
6. <u>8 ft. 11 in.</u> <u>2 ft. 4 in.</u>	9 yd. 8 ft. <u>2 yd. 7 ft.</u>	5 min. 12 sec. <u>2 min. 8 sec.</u>	4 hr. 30 min. <u>2 hr. 15 min.</u>
7. <u>8 lb. 12 oz.</u> <u>2 lb. 8 oz.</u>	9 lb. 11 oz. <u>3 lb. 9 oz.</u>	10 lb. 14 oz. <u>4 lb. 6 oz.</u>	12 lb. 15 oz. <u>8 lb. 12 oz.</u>
8. <u>8 bu. 3 pk.</u> <u>6 bu. 2 pk.</u>	3 pk. 7 qt. <u>2 pk. 4 qt.</u>	7 gal. 3 qt. <u>5 gal. 2 qt.</u>	5 gal. 2 qt. <u>4 gal. 1 qt.</u>



## Lesson 5 — MULTIPLYING DENOMINATE NUMBERS

1. Mary used 5 loaves of bread to make sandwiches to take on a picnic. A loaf of bread weighs 1 pound 2 ounces. What was the weight of the bread Mary used to make sandwiches? \_\_\_\_\_ lb. \_\_\_\_\_ oz.

$$\begin{array}{r}
 1 \text{ lb. } 2 \text{ oz.} \\
 \times 5 \\
 \hline
 5 \text{ lb. } 10 \text{ oz.}
 \end{array}$$

Multiply the number of ounces by 5.  $5 \times 2 \text{ oz.} = 10 \text{ oz.}$   
 Multiply the number of pounds by 5.  $5 \times 1 \text{ lb.} = 5 \text{ lb.}$

2. Her mother made lemonade. She put the lemonade in 3 containers. If each container held 1 gallon 1 quart, how much lemonade did Mary's mother make? \_\_\_\_\_ gal. \_\_\_\_\_ qt.

Work Space

$$\begin{array}{r}
 1 \text{ gal. } 1 \text{ qt.} \\
 \times 3 \\
 \hline
 \end{array}$$

3. Mike's class brought 1 bushel 1 peck of apples to the picnic. Jean's class brought 2 times as many apples. How many apples did Jean's class bring to the picnic? \_\_\_\_\_ bu. \_\_\_\_\_ pk.

4. One picnic table was 4 ft. 3 in. long. The other table was 3 times as long. How long was the second table? \_\_\_\_\_ ft. \_\_\_\_\_ in.

UNIT 5

Find the products:

a

$$\begin{array}{r}
 5. 1 \text{ yd. } 1 \text{ ft.} \\
 \times 2 \\
 \hline
 \end{array}$$

b

$$\begin{array}{r}
 1 \text{ ft. } 3 \text{ in.} \\
 \times 3 \\
 \hline
 \end{array}$$

c

$$\begin{array}{r}
 2 \text{ ft. } 2 \text{ in.} \\
 \times 5 \\
 \hline
 \end{array}$$

d

$$\begin{array}{r}
 1 \text{ ft. } 1 \text{ in.} \\
 \times 7 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 6. 2 \text{ gal. } 1 \text{ qt.} \\
 \times 3 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 3 \text{ gal. } 1 \text{ qt.} \\
 \times 2 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 1 \text{ hr. } 10 \text{ min.} \\
 \times 5 \\
 \hline
 \end{array}$$

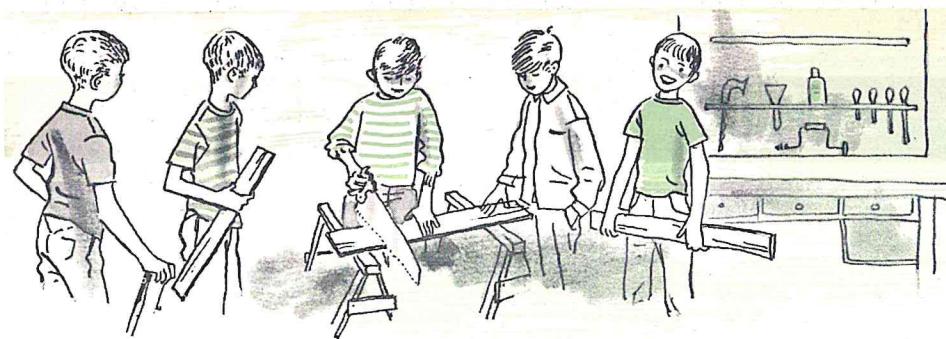
$$\begin{array}{r}
 8 \text{ hr. } 6 \text{ min.} \\
 \times 4 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 7. 4 \text{ lb. } 5 \text{ oz.} \\
 \times 3 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 8 \text{ lb. } 6 \text{ oz.} \\
 \times 2 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 3 \text{ bu. } 1 \text{ pk.} \\
 \times 2 \\
 \hline
 \end{array}$$

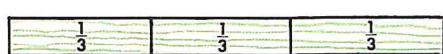
$$\begin{array}{r}
 4 \text{ bu. } 1 \text{ pk.} \\
 \times 2 \\
 \hline
 \end{array}$$



## Lesson 6 — FRACTIONS



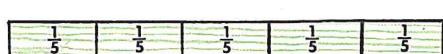
The boys are building birdhouses. Tom's board was cut into 2 equal parts. Each part is called one half. One half is written  $\frac{1}{2}$ .



Dan's board was cut into 3 equal parts. Each part is called one third. One third is written  $\frac{1}{3}$ .



Joe's board was cut into 4 equal parts. Each part is called one fourth. One fourth is written  $\frac{1}{4}$ .

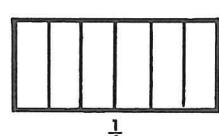
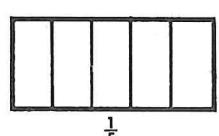
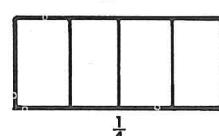
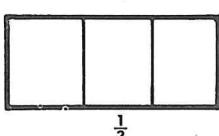
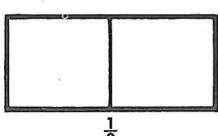


Bill's board was cut into 5 equal parts. Each part is called one fifth. One fifth is written  $\frac{1}{5}$ .



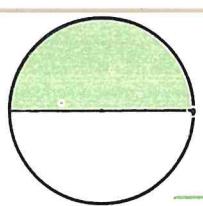
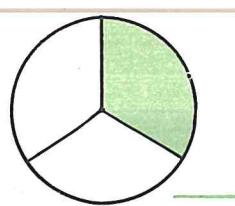
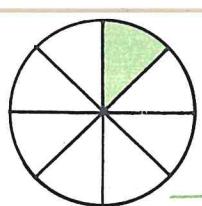
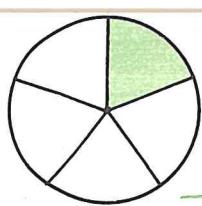
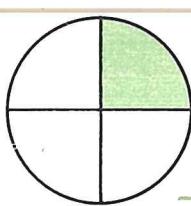
Jerry's board was cut into 6 equal parts. Each part is called one sixth. One sixth is written  $\frac{1}{6}$ .

1. The fractions tell what part of each rectangle to shade.

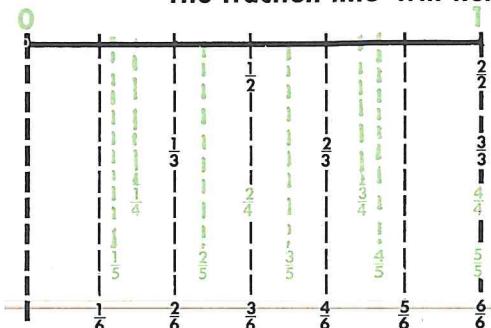


### 5 UNIT

2. Write the fraction that tells what part of each circle is colored:

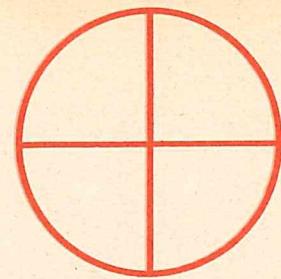


The fraction line will help you answer these questions:

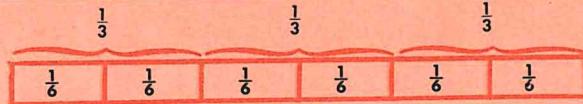
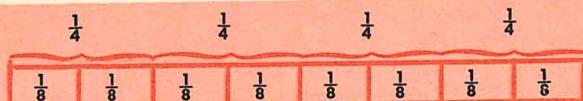


3. Which is the largest,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ , or  $\frac{1}{6}$ ? \_\_\_\_\_
4. Which is the smallest,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ , or  $\frac{1}{6}$ ? \_\_\_\_\_
5. Which is the larger,  $\frac{1}{2}$  or  $\frac{1}{4}$ ? \_\_\_\_\_  $\frac{1}{3}$  or  $\frac{1}{6}$ ? \_\_\_\_\_
6. Which is the smaller,  $\frac{1}{4}$  or  $\frac{1}{5}$ ? \_\_\_\_\_  $\frac{1}{2}$  or  $\frac{1}{3}$ ? \_\_\_\_\_

## Lesson 7 — FRACTIONS



1. This circle is divided into \_\_\_\_\_ parts. Divide each part into 2 equal parts. How many parts are there? \_\_\_\_\_  
Each piece is called  $\frac{1}{8}$ .



2. a  $\frac{2}{8}$  is the same as \_\_\_\_\_.

b  $\frac{2}{6}$  is the same as \_\_\_\_\_.



A \_\_\_\_\_



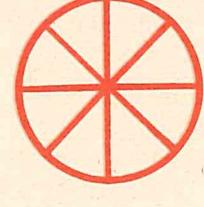
B \_\_\_\_\_



C \_\_\_\_\_



D \_\_\_\_\_

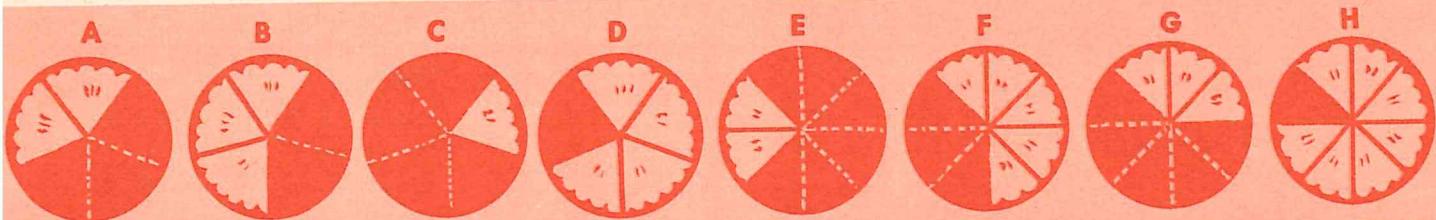


E \_\_\_\_\_

3. Under each circle write the fraction that shows 1 part:

4. Shade  $\frac{3}{4}$  of circle A,  $\frac{3}{5}$  of circle B,  $\frac{5}{6}$  of C,  $\frac{2}{3}$  of D,  $\frac{3}{8}$  of E:

5. How many parts in each circle? A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_



UNIT 5

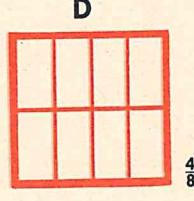
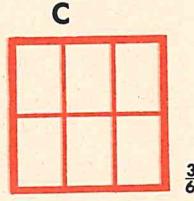
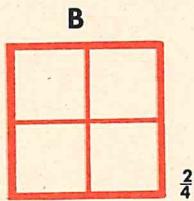
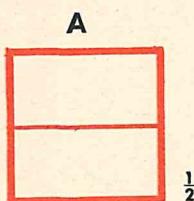
6. a. Pies A, B, C, D are cut into \_\_\_\_\_ equal parts.

b. Pies E, F, G, H are cut into \_\_\_\_\_ equal parts.

7. Write a fraction to show how much of each pie is missing:

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_ F \_\_\_\_\_ G \_\_\_\_\_ H \_\_\_\_\_

8. The fractions beside each square tell how much of each square to shade:



9. Which square shows that: a  $\frac{2}{4}$  is the same as  $\frac{1}{2}$ ? \_\_\_\_\_

b  $\frac{3}{6}$  is the same as  $\frac{1}{2}$ ? \_\_\_\_\_

c  $\frac{4}{8}$  is the same as  $\frac{1}{2}$ ? \_\_\_\_\_

TOP SCORE: 36 MY SCORE: \_\_\_\_\_

## Lesson 8 — FINDING FRACTIONS

1. Ellen shared her 6 dolls with Sue. She divided the dolls into 2 equal groups. The girls know that each group is one half of the dolls. How many dolls did each girl have? 
$$\begin{array}{r} 3 \\ 2 \overline{) 6 } \end{array}$$

Do you see that to find  $\frac{1}{2}$  of 6, you divide 6 by 2?  $6 \div 2$  or  $\frac{1}{2}$  of 6 = 3. Finding  $\frac{1}{2}$  of any number is the same as dividing the number by 2.

2. Tom shared his 6 apples with Ellen and Sue. He divided the apples into 3 equal groups. Each group is one third of the apples. How many apples did each one have? 
$$\begin{array}{r} 2 \\ 3 \overline{) 6 } \end{array}$$

Do you see that to find  $\frac{1}{3}$  of 6, you divide 6 by 3?  $6 \div 3$  or  $\frac{1}{3}$  of 6 = 2. Finding  $\frac{1}{3}$  of any number is the same as dividing the number by 3.

3. Billy had 16 pieces of candy. He gave  $\frac{1}{4}$  of them to Ellen. How many pieces of candy did Billy give to Ellen? 
$$\begin{array}{r} 4 \\ 4 \overline{) 16 } \end{array}$$

Do you see that to find  $\frac{1}{4}$  of 16, you divide 16 by 4?  $16 \div 4$  or  $\frac{1}{4}$  of 16 = 4. Finding  $\frac{1}{4}$  of any number is the same as dividing the number by 4.

4. Sue made 12 pretty dresses for her paper dolls. She gave  $\frac{1}{2}$  of them to Ellen. How many doll dresses did Sue give Ellen? Work Space

5. Ellen's mother baked 24 sugar cookies. Ellen took  $\frac{1}{3}$  of them to Billy. How many cookies did Ellen take to Billy? 
$$\begin{array}{r} 8 \\ 3 \overline{) 24 } \end{array}$$

5 UNIT

**Write the answers:**

a	b	c	d
6. $\frac{1}{2}$ of 18 = <u>  </u>	7. $\frac{1}{4}$ of 4 = <u>  </u>	8. $\frac{1}{6}$ of 12 = <u>  </u>	9. $\frac{1}{3}$ of 12 = <u>  </u>

10. $\frac{1}{3}$ of 9 = <u>  </u>	11. $\frac{1}{4}$ of 24 = <u>  </u>	12. $\frac{1}{2}$ of 10 = <u>  </u>	13. $\frac{1}{4}$ of 32 = <u>  </u>
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14. $\frac{1}{3}$ of 15 = <u>  </u>	15. $\frac{1}{2}$ of 14 = <u>  </u>	16. $\frac{1}{4}$ of 16 = <u>  </u>	17. $\frac{1}{8}$ of 16 = <u>  </u>
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18. $\frac{1}{5}$ of 20 = <u>  </u>	19. $\frac{1}{4}$ of 28 = <u>  </u>	20. $\frac{1}{3}$ of 24 = <u>  </u>	21. $\frac{1}{3}$ of 18 = <u>  </u>
-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

**Write the answers:**

a	b	c	d
22. $4 \overline{) 24 }$ $4 \times \underline{\quad} = 24$	23. $\frac{1}{4}$ of 24 = <u>  </u>	24. $3 \overline{) 15 }$ $3 \times \underline{\quad} = 15$	25. $\frac{1}{3}$ of 15 = <u>  </u>

26. $2 \overline{) 14 }$ $2 \times \underline{\quad} = 14$	27. $\frac{1}{2}$ of 14 = <u>  </u>	28. $4 \overline{) 20 }$ $4 \times \underline{\quad} = 20$	29. $\frac{1}{4}$ of 20 = <u>  </u>
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## Lesson 9 — DIVIDING MONEY

Work Space

- Bob earned 68 cents selling magazines. He put  $\frac{1}{2}$  of the money into his bank. How much money did he put into his bank? \_\_\_\_\_  
To find  $\frac{1}{2}$  of a number, divide by \_\_\_\_\_.
- During the week Nancy earned 48 cents helping the neighbors. She put  $\frac{1}{4}$  of the money into her bank.  
How much money did she put in her bank?  
To find  $\frac{1}{4}$  of a number, divide by \_\_\_\_\_.
- Bob earned 36 cents delivering groceries. He put  $\frac{1}{3}$  of his money into his bank. How much money did Bob save?  
To find  $\frac{1}{3}$  of a number, divide by \_\_\_\_\_.
- Ann's father gave her 36 cents. She put  $\frac{1}{6}$  of it into her bank.  
How much money did Ann save? \_\_\_\_\_
- Ruth's aunt gave her 45 cents. She bought savings stamps with  $\frac{1}{5}$  of it.  
How much did she spend for savings stamps? \_\_\_\_\_

Write the answers:

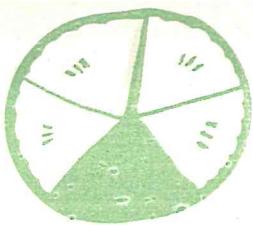
a	b	c	d
6. $\frac{1}{2}$ of 10 = _____	7. $\frac{1}{2}$ of 8 = _____	8. $\frac{1}{2}$ of 14 = _____	9. $\frac{1}{2}$ of 22 = _____
10. $\frac{1}{2}$ of 18 = _____	11. $\frac{1}{2}$ of 2 = _____	12. $\frac{1}{6}$ of 36 = _____	13. $\frac{1}{3}$ of 21 = _____
14. $\frac{1}{3}$ of 3 = _____	15. $\frac{1}{3}$ of 27 = _____	16. $\frac{1}{3}$ of 9 = _____	17. $\frac{1}{3}$ of 15 = _____
18. $\frac{1}{4}$ of 4 = _____	19. $\frac{1}{5}$ of 20 = _____	20. $\frac{1}{4}$ of 44 = _____	21. $\frac{1}{4}$ of 32 = _____
22. $\frac{1}{4}$ of 48 = _____	23. $\frac{1}{5}$ of 15 = _____	24. $\frac{1}{2}$ of 12 = _____	25. $\frac{1}{2}$ of 16 = _____
26. $\frac{1}{8}$ of 16 = _____	27. $\frac{1}{8}$ of 24 = _____	28. $\frac{1}{2}$ of 24 = _____	29. $\frac{1}{3}$ of 33 = _____
30. $\frac{1}{3}$ of 24 = _____	31. $\frac{1}{6}$ of 12 = _____	32. $\frac{1}{4}$ of 12 = _____	33. $\frac{1}{3}$ of 18 = _____

UNIT 5

Write the quotients:

a	b	c	d	e	f
13. $8 \overline{) 56}$	6 $\overline{) 54}$	7 $\overline{) 49}$	4 $\overline{) 36}$	5 $\overline{) 45}$	7 $\overline{) 63}$
14. $7 \overline{) 35}$	6 $\overline{) 42}$	5 $\overline{) 35}$	8 $\overline{) 40}$	6 $\overline{) 48}$	8 $\overline{) 72}$

TOP SCORE: 48 MY SCORE: \_\_\_\_\_



## Lesson 10 — MORE ABOUT FRACTIONS

1. The pie at the top of the page was cut into 5 equal parts. There are only 4 of the five equal parts left, or  $\frac{4}{5}$  of the pie.

The number below the line in a fraction is called the **denominator**. In  $\frac{4}{5}$  the denominator is 5. The denominator tells the number of equal parts into which the whole has been divided.

The number above the line in a fraction is called the **numerator**. In  $\frac{4}{5}$  the numerator is 4. The numerator tells how many of the equal parts you are using.

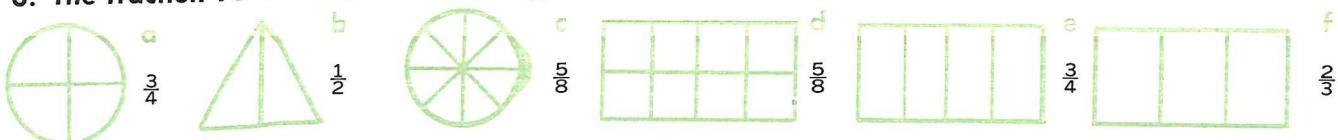
2. In each fraction draw a line around:

a. The denominator

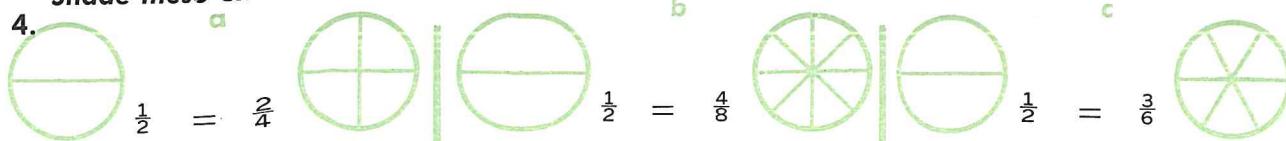
$\frac{7}{8}$     $\frac{1}{4}$     $\frac{2}{5}$     $\frac{2}{3}$     $\frac{5}{6}$     $\frac{5}{8}$     $\frac{3}{4}$     $\frac{1}{2}$     $\frac{2}{3}$     $\frac{1}{2}$     $\frac{3}{5}$     $\frac{5}{6}$     $\frac{3}{4}$     $\frac{7}{8}$     $\frac{2}{5}$     $\frac{1}{4}$

b. The numerator

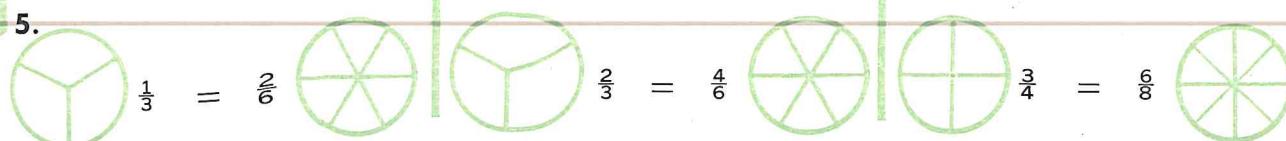
3. The fraction to the right of each figure tells how much to shade:



Shade these circles to show:



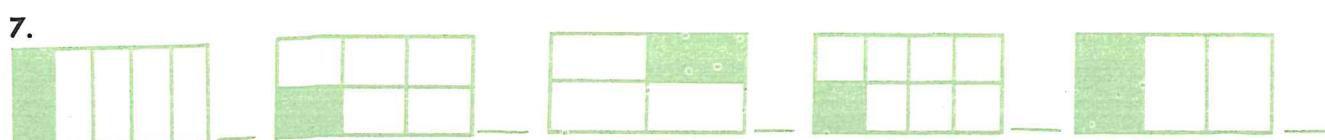
5. UNIT



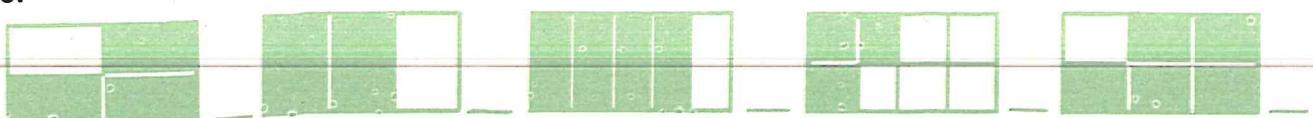
6. Write the fraction that names one part of each rectangle:



Write the fraction that tells how much of each rectangle is shaded:



8.



## Lesson 11 — PRACTICE WITH FRACTIONS

1. Max walks  $\frac{1}{3}$  mile south and  $\frac{1}{3}$  mile west to go to school. How far does he walk to school?  $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

Use the number line  
to work the problem:



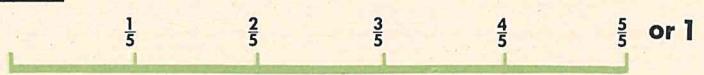
2. Leo walks  $\frac{3}{5}$  mile south and  $\frac{1}{5}$  mile east to go to school. How far does Leo walk to school?

Use the number line  
to work the problem:



3. Joe walks part of the way home with Lynn. He walks  $\frac{2}{5}$  mile with Lynn and  $\frac{1}{5}$  mile alone. How far does Joe walk?

Use the number line  
to work the problem:



4. Steve walks  $\frac{5}{8}$  mile to the bridge, then  $\frac{1}{8}$  mile west and  $\frac{1}{8}$  mile south. How far does he walk?

Use the number line  
to work the problem:



Shade to show the answers:

5.

**a**  $\quad + \quad$  **b**  $=$  **c**

6.

**a**  $\quad + \quad$  **b**  $=$  **c**

7.

**a**  $\quad + \quad$  **b**  $=$  **c**

8. Which is the largest,  $\frac{1}{2}$ ,  $\frac{1}{4}$ , or  $\frac{1}{8}$ ? **a**

9. Which is smallest,  $\frac{1}{2}$ ,  $\frac{1}{4}$ , or  $\frac{1}{8}$ ? **b**

10.  $\frac{1}{2}$  is the same as **a**.  $\frac{1}{2}$  is the same as **b**.

Whole							
$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{8}$							

11.  $\frac{1}{4}$  is the same as **a**.  $\frac{3}{4}$  is the same as **b**.

12. Which is largest,  $\frac{1}{2}$ ,  $\frac{1}{3}$ , or  $\frac{1}{6}$ ? **a**

13. Which is smallest,  $\frac{1}{2}$ ,  $\frac{1}{3}$ , or  $\frac{1}{6}$ ? **b**

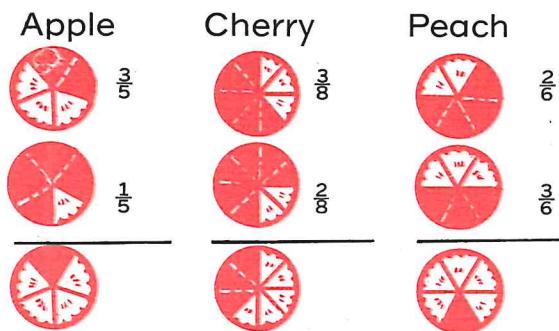
14.  $\frac{1}{3}$  is the same as **a**.

15.  $\frac{1}{2}$  is the same as **a**.  $\frac{2}{3}$  is the same as **b**.

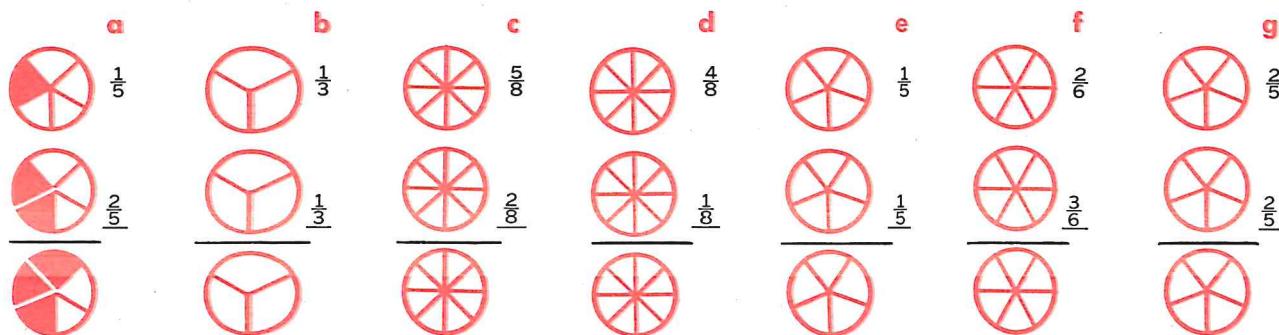
Whole					
$\frac{1}{2}$			$\frac{1}{2}$		
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$	
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

## Lesson 12 — ADDING FRACTIONS

1. Nancy helped clear the tables after the picnic dinner. She placed pieces of the same kind of pie together. Write the fraction that tells how much of each kind of pie was left.



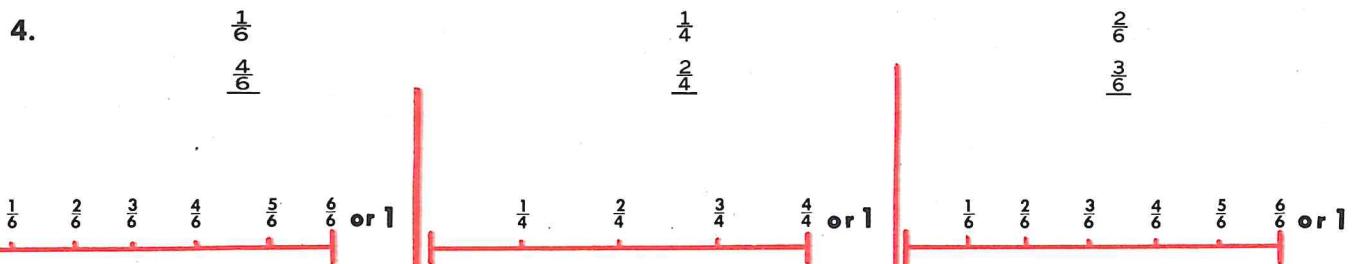
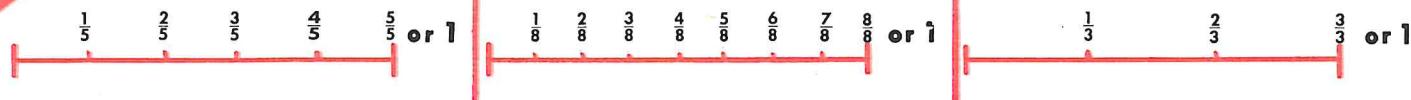
2. Find the sums: Shade the circle in each sum to show the fraction you have written:  
(The first three are shaded for you.)



Add. Use the fraction line to find the answers.



5 UNIT

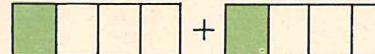
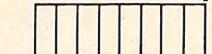


5. Find the sums:

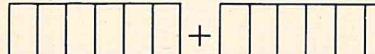
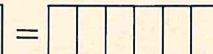


## Lesson 13 – ADDING LIKE FRACTIONS

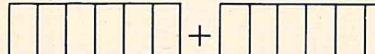
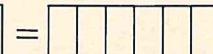
Shade the figures to show the fractional parts to be added. Find the sums. Shade the figure in each answer to show the sum. The first one is finished for you:

1.  +  = 

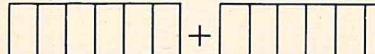
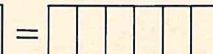
$$\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$$

2.  +  = 

$$\frac{1}{8} + \frac{1}{8} = \frac{2}{8}$$

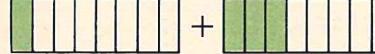
2.  +  = 

$$\frac{1}{6} + \frac{1}{6} = \frac{2}{6}$$

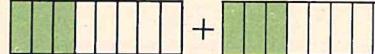
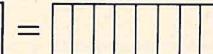
2.  +  = 

$$\frac{2}{8} + \frac{2}{8} = \frac{4}{8}$$

Write the fractions that tell how much of the figures are shaded. Find the sums. Shade the figure in each answer to show the sum. The first one is finished for you:

3.  +  = 

$$\frac{1}{8} + \frac{3}{8} = \frac{4}{8}$$

4.  +  = 

$$\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$$

Shade the circles to show the fractional parts to be added. Find the sums. Shade the circle in each answer to show the sum. The first problem is finished for you:

5. a   $\frac{2}{5}$  b   $\frac{7}{8}$  c   $\frac{3}{4}$  d   $\frac{5}{6}$



$$\frac{2}{5}$$



$$\frac{7}{8}$$



$$\frac{3}{4}$$



$$\frac{5}{6}$$



$$\frac{5}{5}$$



$$\frac{8}{8}$$



$$\frac{4}{4}$$



$$\frac{6}{6}$$



$$\frac{5}{5}$$



$$\frac{8}{8}$$



$$\frac{4}{4}$$



$$\frac{6}{6}$$



$$\frac{5}{5}$$



$$\frac{8}{8}$$



$$\frac{4}{4}$$



$$\frac{6}{6}$$



$$\frac{5}{5}$$



$$\frac{8}{8}$$



$$\frac{4}{4}$$



$$\frac{6}{6}$$



$$\frac{5}{5}$$



$$\frac{8}{8}$$



$$\frac{4}{4}$$



$$\frac{6}{6}$$

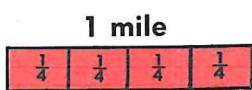


## Lesson 14 — SUBTRACTING LIKE FRACTIONS

1. Use the bars to find the answers: The first two are worked for you:  
1 mile



$$1 = \frac{2}{2}$$



a  $1 = \frac{4}{4}$



b  $1 = \frac{6}{6}$



$$1 = \frac{3}{3}$$



c  $1 = \frac{8}{8}$



d  $1 = \frac{5}{5}$

2. Peggy lives 1 mile from school. She skated  $\frac{1}{4}$  mile, then walked the rest of the way. How far did she walk in going to school? \_\_\_\_\_ To find how far she walked in going to school, subtract  $\frac{1}{4}$  mile from 1 (or  $\frac{4}{4}$ ) mile.

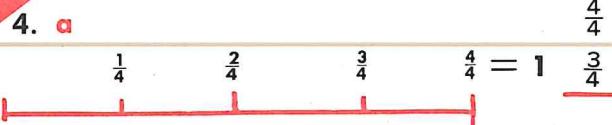
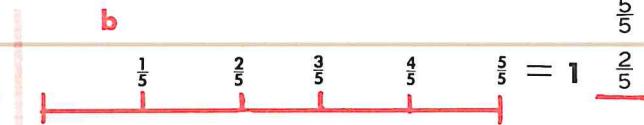
$$\begin{array}{r} \frac{4}{4} \\ - \frac{1}{4} \\ \hline \end{array}$$

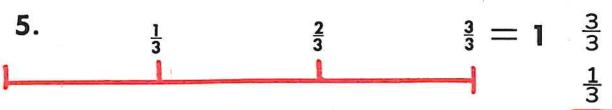
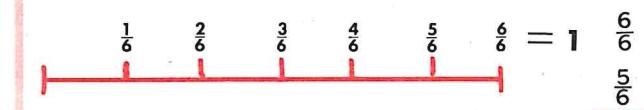
3. Pat rides his bicycle 1 mile to school. One morning after riding  $\frac{1}{3}$  mile he had a flat tire and had to walk and push his bicycle the rest of the way to school. How far did he have to walk? \_\_\_\_\_ To find how far he walked, subtract  $\frac{1}{3}$  mile from 1 (or  $\frac{3}{3}$ ) mile.

$$\begin{array}{r} \frac{3}{3} \\ - \frac{1}{3} \\ \hline \end{array}$$

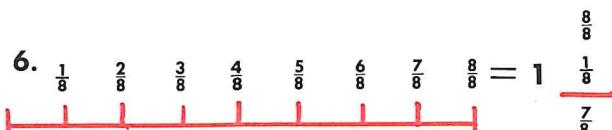
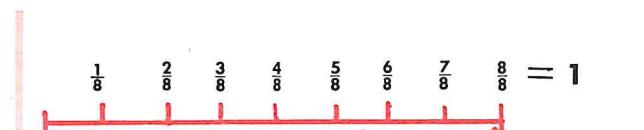
5 UNIT

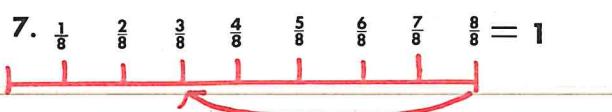
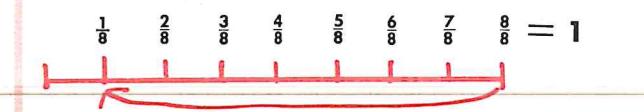
Find the differences. Use the fraction lines to help you:

4. a  b 

5.  

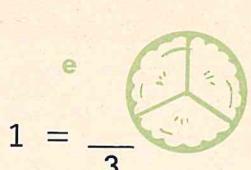
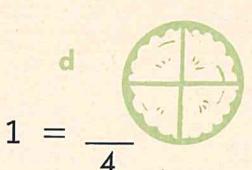
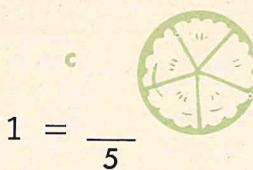
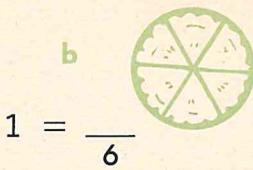
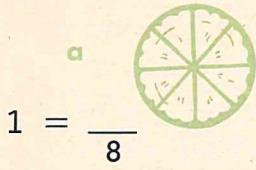
Write a fraction problem for each fraction line. The first one is done for you:

6.  

7.  

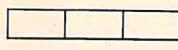
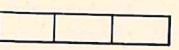
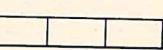
## Lesson 15 — SUBTRACTION OF FRACTIONS

1. Jane's mother cut 5 pies. Jane counted the number of pieces in each pie. Write the missing numerators:

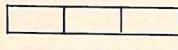
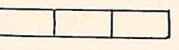
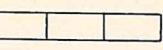


Shade each bar to show the fraction under it. Write the differences. Shade the bar in each answer to show the fraction you have written. The first one is done:

2.  $\frac{3}{3} - \frac{1}{3} = \frac{2}{3}$

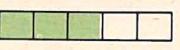
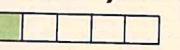
3.  $\frac{3}{3} - \frac{2}{3} = \underline{\quad}$

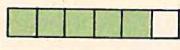
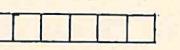
4.  $\frac{4}{4} - \frac{1}{4} = \underline{\quad}$

Write the fraction that tells how much of each bar is colored. Find the differences. Shade the bar in each answer to show the difference. The first one is done for you:

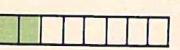
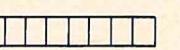
5.  $\frac{4}{5} - \frac{3}{5} = \frac{1}{5}$

6.  $\underline{\quad} - \underline{\quad} = \underline{\quad}$

7.  $\underline{\quad} - \underline{\quad} = \underline{\quad}$

8.  $\underline{\quad} - \underline{\quad} = \underline{\quad}$

9. Write the answers: a



$\frac{4}{5}$   
 $\underline{\quad}$   
 $\frac{1}{5}$



$\frac{3}{4}$   
 $\underline{\quad}$   
 $\frac{2}{4}$



$\frac{5}{8}$   
 $\underline{\quad}$   
 $\frac{2}{8}$

A pie was cut into 5 pieces. There was  $\frac{4}{5}$  of the pie on the plate. Jack took one of the pieces. How much was left?  $\underline{\quad}$

Another pie had been cut into 4 pieces.  $\frac{3}{4}$  was on the plate. Joe took 2 pieces. How much of the pie was left?  $\underline{\quad}$

One pie had been cut into 8 pieces, and  $\frac{5}{8}$  of it was on the plate. Mary took 2 pieces. How much of the pie was left then?  $\underline{\quad}$

Write the differences:

a $\frac{5}{8}$ $\underline{\quad}$	b $\frac{7}{8}$ $\underline{\quad}$	c $\frac{5}{5}$ $\underline{\quad}$	d $\frac{7}{8}$ $\underline{\quad}$	e $\frac{3}{3}$ $\underline{\quad}$	f $\frac{2}{5}$ $\underline{\quad}$	g $\frac{3}{4}$ $\underline{\quad}$	h $\frac{2}{3}$ $\underline{\quad}$	i $\frac{3}{2}$ $\underline{\quad}$	j $\frac{5}{6}$ $\underline{\quad}$
--	--	--	--	--	--	--	--	--	--

## Lesson 16 — SUBTRACTING FRACTIONS

1. Use the chart to find the answers:

Whole							
$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{4}$							
$\frac{1}{8}$							

a  $\frac{2}{4}$  is the same as  $\frac{1}{2}$ .

b  $\frac{4}{8}$  is the same as  $\frac{1}{2}$ .

c  $\frac{2}{8}$  is the same as  $\frac{1}{4}$ .

d  $\frac{6}{8}$  is the same as  $\frac{3}{4}$ .

2. Use the chart to find the answers:

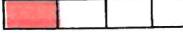
Whole					
$\frac{1}{2}$			$\frac{1}{2}$		
$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

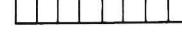
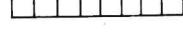
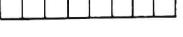
a  $\frac{3}{6}$  is the same as  $\frac{1}{2}$ .

b  $\frac{2}{6}$  is the same as  $\frac{1}{3}$ .

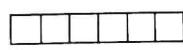
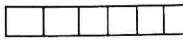
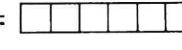
c  $\frac{4}{6}$  is the same as  $\frac{2}{3}$ .

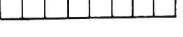
Shade each bar to show the fraction under it. Write the difference two ways. Shade one bar in each answer to show the fractions you have written. Here is one done for you:

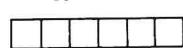
a  -  = 

b  -  = 

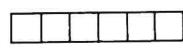
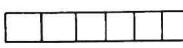
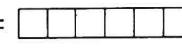
3.  $\frac{3}{4}$  -  $\frac{1}{4}$  =  $\frac{2}{4}$  or  $\frac{1}{2}$

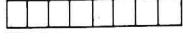
 -  = 

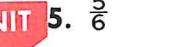
$\frac{8}{8}$  -  $\frac{4}{8}$  = 

4.  $\frac{6}{6}$  -  $\frac{3}{6}$  = 

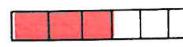
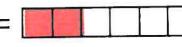
$\frac{7}{8}$  -  $\frac{5}{8}$  = 

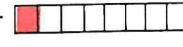
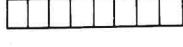
 -  = 

$\frac{5}{8}$  -  $\frac{1}{8}$  = 

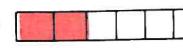
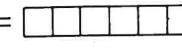
5.  $\frac{5}{6}$  -  $\frac{3}{6}$  = 

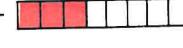
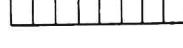
Write the fraction that tells how much of each bar is colored. Find the differences. Shade the bar in each answer to show the difference. The first one is done for you:

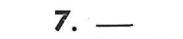
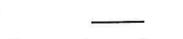
 -  = 

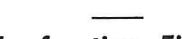
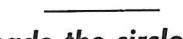
 -  = 

6.  $\frac{5}{6}$  -  $\frac{3}{6}$  =  $\frac{2}{6}$  or  $\frac{1}{3}$

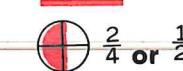
 -  = 

 -  = 

7.  -  = 

 -  = 

Shade the fractional parts of each circle for the fraction. Find the differences. Shade the circle in each answer to show the difference. The first problem is done for you:

a  -  = 

b  -  = 

c  -  = 

d  -  = 

e  -  = 

f  -  = 

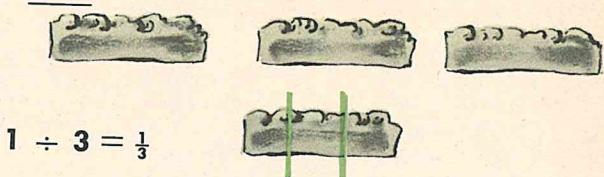
## Lesson 17 — FRACTIONAL REMAINDERS

1. Mary had 4 candy bars to divide equally among her three girl friends. How many candy bars did each girl receive?  $4 \div 3 = \underline{\quad}$

$$3) \begin{array}{r} 1 \\ 4 \\ \hline 3 \\ \hline 1 \text{ left over} \end{array}$$

Mary gave each girl 1 candy bar. Then she divided the 1 bar that was left into 3 equal parts.

$$3) \begin{array}{r} 1\frac{1}{3} \\ 4 \\ \hline 3 \\ \hline 1 \end{array}$$



$$1 \div 3 = \frac{1}{3}$$

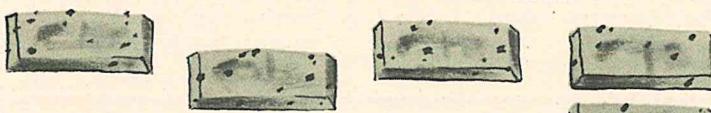


Each girl received 1 whole candy bar and  $\frac{1}{3}$  candy bar, or  $1\frac{1}{3}$  candy bars.

2. Bob divided 5 candy bars equally among 3 boys. How many bars did each boy receive?  $3) \begin{array}{r} 1\frac{2}{3} \\ 5 \\ \hline 3 \\ \hline 2 \text{ left over} \end{array}$

$$3) \begin{array}{r} 1 \\ 5 \\ \hline 3 \\ \hline 2 \text{ left over} \end{array}$$

Divide the 2 bars left over into thirds:



$$3) \begin{array}{r} 3 \\ 2 \\ \hline 2 \div 3 = \frac{2}{3} \end{array}$$

$$5 \div 3 = \underline{\quad}$$

Draw rings to show each boy's share of the remainder:

Each boy received 1 candy bar and  $\frac{2}{3}$  candy bar or  $\underline{\quad}$  candy bars.

3. Jerry has 17 cookies to divide equally among 4 boys. What is each boy's share?  $4) \begin{array}{r} \underline{\quad} \\ 17 \\ \hline 17 \div 4 = \underline{\quad} \end{array}$

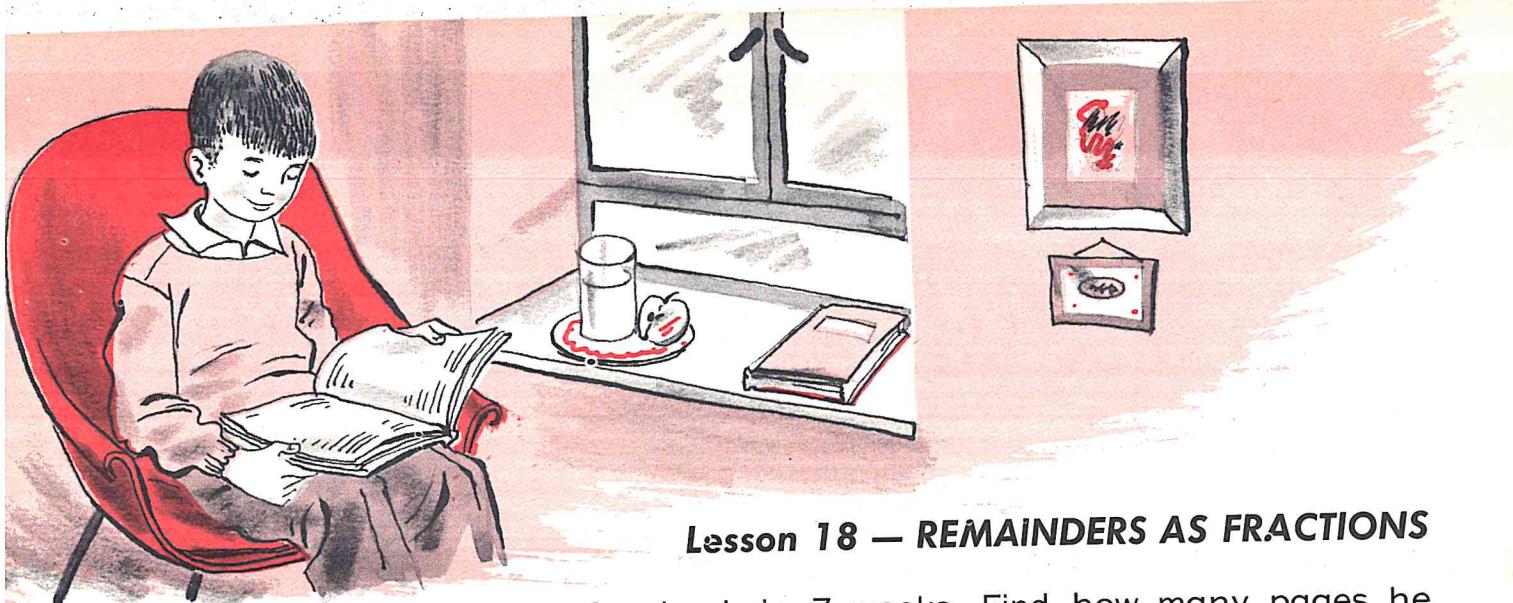
A division problem is usually not completed unless the remainder is shown as a fraction. Sometimes, however, a fraction is not sensible. Suppose you were asked to divide 17 boys into 4 equal groups. Your result would be 4 groups of 4 boys (16 boys) with one boy left over. You would not write  $4\frac{1}{4}$  boys as the quotient, because it would not be a sensible answer. When the remainder can be sensibly divided, write the remainder as a fraction.

UNIT 5

Divide. Express the remainders as fractions:

$$4. \begin{array}{r} a) 2) \overline{7} \\ b) 5) \overline{12} \\ c) 3) \overline{29} \\ d) 5) \overline{27} \\ e) 4) \overline{97} \\ f) 2) \overline{913} \\ g) 3) \overline{73} \\ h) 3) \overline{101} \end{array}$$

$$5. \begin{array}{r} 6) \overline{118} \\ 3) \overline{167} \\ 4) \overline{190} \\ 8) \overline{793} \\ 6) \overline{230} \\ 2) \overline{705} \\ 6) \overline{177} \\ 4) \overline{138} \end{array}$$



## Lesson 18 — REMAINDERS AS FRACTIONS

1. Bob read 316 pages of a book in 7 weeks. Find how many pages he read in a week if he read the same number of pages each week.

Work this problem like the other division problems. Then look at the remainder. The remainder is 1. Does this mean there was one page left over? No, Bob finished the whole book. A page can be divided into equal parts, so you can write the remainder as a fraction.  $1 \div 7 = \frac{1}{7}$ . This completes the division, so  $\frac{1}{7}$  is part of the quotient.

Add  $\frac{1}{7}$  to the whole part of the quotient:  $40 + 5 + \frac{1}{7} = 45 + \frac{1}{7} = 45\frac{1}{7}$ .

Bob read \_\_\_\_\_ pages each week.

When the dividend is smaller than the divisor, the quotient may be expressed as a fraction:  $5 \div 9 = \frac{5}{9}$ ,  $4 \div 7 = \frac{4}{7}$ , and so on.

$$\begin{array}{r}
 & \frac{1}{7} \\
 & \left. \begin{array}{r} 5 \\ 40 \end{array} \right\} 45\frac{1}{7} \\
 7) & 316 \\
 & \underline{280} \quad 40 \times 7 \\
 & \underline{36} \\
 & \underline{35} \quad 5 \times 7 \\
 & \underline{1} \quad 1 \div 7 = \frac{1}{7}
 \end{array}$$

### 5 UNIT

2. Write the quotients to each of the following problems as fractions:

$$2 \div 9 = \underline{\quad}^a \quad 7 \div 8 = \underline{\quad}^b \quad 2 \div 7 = \underline{\quad}^c \quad 7 \div 9 = \underline{\quad}^d$$

Find the quotients. Write the remainders as fractions:

$$\begin{array}{lllllll}
 a & b & c & d & e & f & g \\
 3) & 397 & 9) & 230 & 2) & 301 & 7) & 138 & 8) & 535 & 5) & 174 & 6) & 319
 \end{array}$$

$$\begin{array}{llllll}
 4. & 3) & 473 & 8) & 573 & 6) & 729 & 9) & 217 & 7) & 890 & 7) & 156 & 4) & 983
 \end{array}$$

## Lesson 19 — PRACTICE

Find the sums:

a	b	c	d	e	f	g	h
1. 256	37	98	460	\$4.25	\$2.75	\$2.00	\$5.25
23	284	250	37	3.87	4.37	4.75	1.96
<u>376</u>	<u>87</u>	<u>376</u>	<u>64</u>	<u>1.45</u>	<u>1.69</u>	<u>2.98</u>	<u>2.67</u>

Find the differences:

2. 789	474	829	874	760	559	\$9.35	\$7.75
<u>247</u>	<u>285</u>	<u>296</u>	<u>627</u>	<u>346</u>	<u>260</u>	<u>2.42</u>	<u>3.69</u>
3. 500	652	825	976	935	905	\$4.00	\$6.25
<u>216</u>	<u>428</u>	<u>668</u>	<u>398</u>	<u>374</u>	<u>479</u>	<u>2.68</u>	<u>2.86</u>

Find the products:

4. \$6.25	796	803	456	\$2.87	658	491	210
<u>30</u>	<u>28</u>	<u>37</u>	<u>46</u>	<u>60</u>	<u>75</u>	<u>83</u>	<u>92</u>
5. \$3.46	789	367	675	\$4.90	859	139	367
<u>90</u>	<u>51</u>	<u>97</u>	<u>56</u>	<u>70</u>	<u>89</u>	<u>76</u>	<u>70</u>

UNIT 5

Find the quotients. Express the remainders as fractions:

6. 3) 320    4) 890    5) 595    6) 732    7) 987    8) 969    9) 730    8) 450

7. 7) 849    6) 840    5) 490    4) 578    3) 693    4) 450    5) 448    6) 385



## Lesson 20 — DIVIDING THREE-PLACE NUMBERS BY TWO-PLACE NUMBERS

1. Twelve girls sold 192 tickets to the school play. If each girl sold the same number of tickets, how many tickets did each girl sell? \_\_\_\_\_

1 First you subtract 10 twelves, or 120. You have 72 left. You cannot subtract another 10 twelves because  $120 > 72$ .

2 In order to finish the problem, you need to multiply 12 by a number less than 10 to get a product that will not be more than 72. To find such a number, round off 12 (the divisor) to the nearest 10. This will make your estimating easier. 12 rounded to the nearest ten is 10. *Think*:  $7 \times 10 = 70$ , which is less than 72. Try 7.  $7 \times 12 = 84$ . But  $84 > 72$ , and you cannot subtract. Suppose you try 6.  $6 \times 12 = 72$ .  $72 = 72$ , so you can subtract. There is no remainder, so your division is finished.

2. Fourteen boys sold 168 tickets to the school play. How many tickets did each boy sell if each boy sold the same number of tickets? \_\_\_\_\_

$$\begin{array}{r}
 \begin{array}{c}
 6 \\
 10 \\
 \hline
 \end{array}
 \left. \begin{array}{c} 16 \\ 10 \end{array} \right\} \\
 12 \) 192 \\
 \underline{12} \quad 10 \times 12 \\
 \begin{array}{r}
 72 \\
 72 \\
 \hline
 0
 \end{array}
 \end{array}$$

Work Space

5 UNIT

Find the quotients:

a

b

c

d

e

f

g

3.  $12 \) 132$     $11 \) 187$     $17 \) 204$     $13 \) 182$     $12 \) 180$     $16 \) 288$     $14 \) 196$

4.  $11 \) 176$     $14 \) 210$     $12 \) 204$     $13 \) 221$     $12 \) 168$     $11 \) 143$     $19 \) 228$

## Lesson 21 — FRACTIONAL REMAINDERS

1. In a small cannery 237 apples were cooked to fill 26 cans of applesauce. How many apples were needed for each can? \_\_\_\_\_

1 See if you can subtract ten 26's all at once.  $10 \times 26 = 260$ .  $260 > 237$  so you cannot subtract. You need to multiply 26 by a number less than 10 to get a product that is not more than 237. To find such a number, round 26 (the divisor) to the nearest 10. This will make the estimating easier. 26 rounded to the nearest 10 is 30.

$$\begin{array}{r} 2 \\ 7 \\ \hline 237 \\ 182 \\ \hline 55 \\ 52 \\ \hline 3 \end{array} \quad \begin{array}{l} 9 \frac{3}{26} \\ 7 \times 26 \\ 2 \times 26 \end{array}$$

**Think:**  $8 \times 30 = 240$ , which is more than 237. Try:  $7 \times 30 = 210$ ,  $210 < 237$ . Try:  $7 \times 26 = 182$ .  $237 - 182 = 55$ .

2 You can see that you can subtract 2 more 26's because  $2 \times 26 = 52$ . That is, you could have subtracted 9 twenty-sixes at once.

3 Rounding the divisor to the nearest 10 does not always give the exact quotient. When it does not, it will usually give you a smaller quotient than the actual quotient, so that you can continue the division without erasing. With practice you will learn to estimate more closely to the actual quotient.

$55 - 52 = 3$ . The remainder is 3 and  $3 \div 26 = \frac{3}{26}$ . Write the fraction  $\frac{3}{26}$  as part of the quotient. The quotient is  $9 + \frac{3}{26}$  and is written  $9\frac{3}{26}$ .

2. Bob said that he wrote a story of 241 words in 28 minutes. How many words a minute did he average? \_\_\_\_\_

Work Space

UNIT 5

**Divide. Write the remainders as fractions:**

a

b

c

d

e

f

$3.39 \overline{) 322}$

$47 \overline{) 341}$

$38 \overline{) 349}$

$26 \overline{) 167}$

$29 \overline{) 153}$

$41 \overline{) 338}$

## Lesson 22 — PRACTICE DIVIDING

**Find the quotients:**

**a**

**b**

**c**

**d**

**e**

**f**

**g**

$1. 3 \overline{)48}$

$6 \overline{)96}$

$4 \overline{)64}$

$4 \overline{)370}$

$3 \overline{)519}$

$5 \overline{)490}$

$3 \overline{)270}$

$2. 4 \overline{)92}$

$2 \overline{)58}$

$3 \overline{)75}$

$3 \overline{)650}$

$4 \overline{)768}$

$6 \overline{)919}$

$4 \overline{)988}$

$3. 2 \overline{)87}$

$3 \overline{)68}$

$4 \overline{)89}$

$3 \overline{)340}$

$6 \overline{)846}$

$4 \overline{)450}$

$7 \overline{)780}$

**5** UNIT

$4. 4 \overline{)37}$

$6 \overline{)56}$

$7 \overline{)69}$

$6 \overline{)402}$

$6 \overline{)726}$

$2 \overline{)192}$

$5 \overline{)335}$

$5. 3 \overline{)324}$

$5 \overline{)545}$

$9 \overline{)927}$

$12 \overline{)168}$

$26 \overline{)223}$

$18 \overline{)252}$

$11 \overline{)176}$

$6. 5 \overline{)519}$

$7 \overline{)723}$

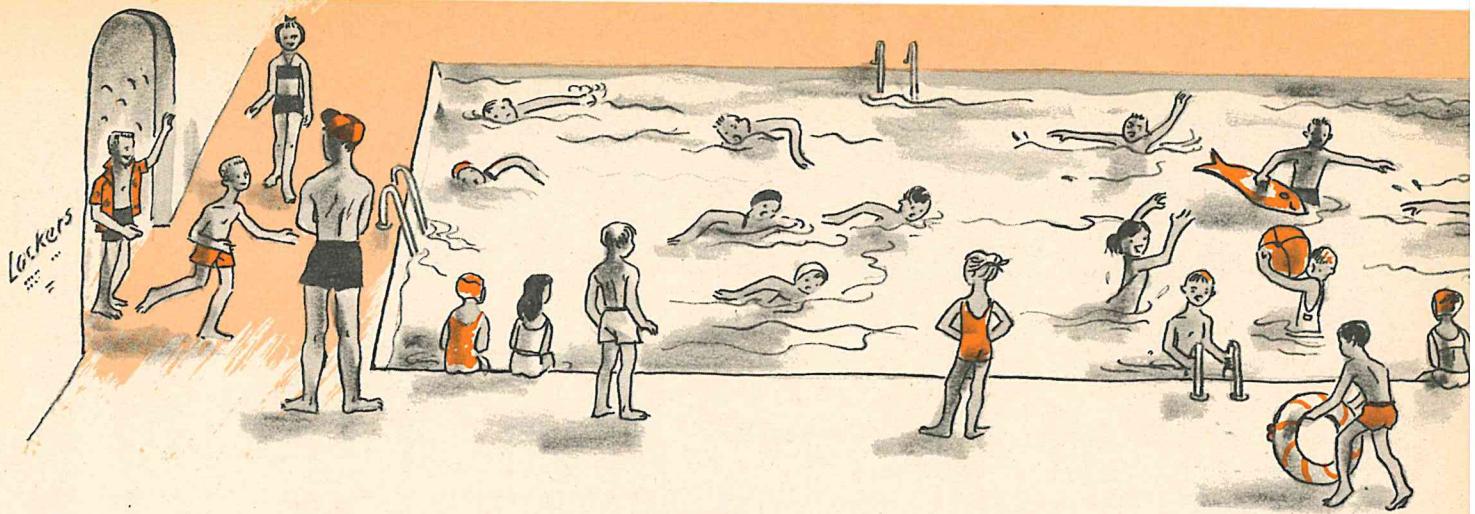
$8 \overline{)835}$

$37 \overline{)444}$

$39 \overline{)479}$

$28 \overline{)420}$

$46 \overline{)644}$



## Lesson 23 — ADDING TWO AND THREE-PLACE NUMBERS

- At the park 15 children were playing ball, 35 were swimming, 47 were in the wading pool, and 22 were riding on the merry-go-round. How many children were at the park? \_\_\_\_\_
- On Monday 42 children swam in the pool, on Tuesday 59, on Wednesday 35, and on Thursday 28. How many children swam on these four days? \_\_\_\_\_
- Softball games are played at night. The attendance for four nights last week was 127, 306, 510, and 294. What was the total attendance for the four nights? \_\_\_\_\_
- The attendants at the park worked 240 hours the first week in June, 175 hours the second week, 186 hours the third week, and 215 hours the fourth week. How many hours did they work? \_\_\_\_\_

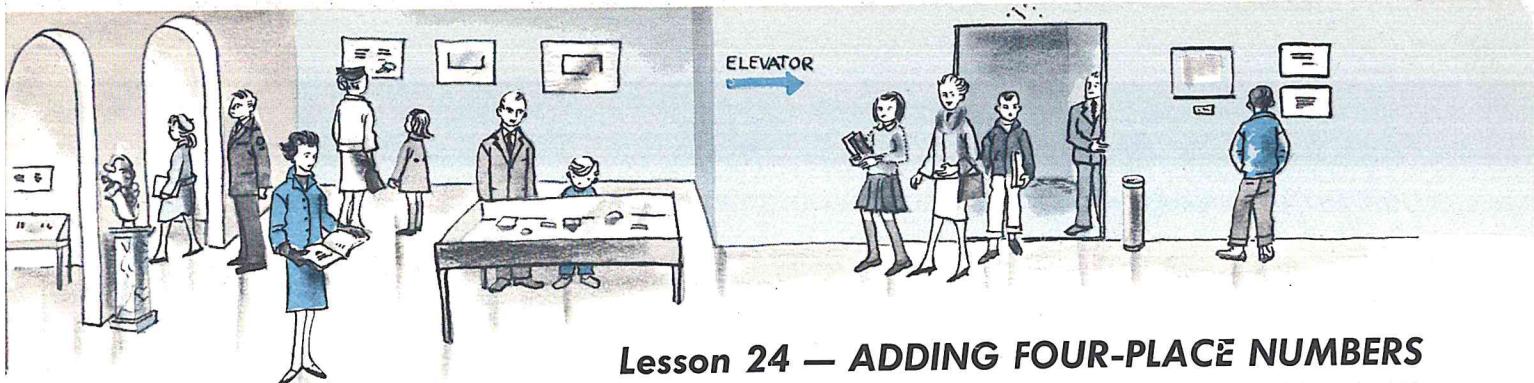
Work Space

UNIT 5

**Find the sums:**

a	b	c	d	e	f	g	h	i	i
5. 35	26	69	47	230	409	521	376	\$3.46	\$ .27
40	75	31	34	308	143	692	380	.94	.54
29	82	70	82	531	574	229	168	8.01	6.70
67	19	18	20	187	732	890	479	2.37	.41
6. 80	17	38	52	129	607	830	715	\$1.50	\$ .89
15	81	70	16	406	415	582	514	8.29	.65
36	29	99	40	615	106	458	159	3.67	.90
79	33	12	34	369	627	600	675	.76	8.37

TOP SCORE: 24 MY SCORE: \_\_\_\_\_



## Lesson 24 — ADDING FOUR-PLACE NUMBERS

Work Space

1. Records showed that 1092 people visited the museum in May, 2078 in June, 3650 in July, and 2341 in August. How many people visited the museum during these months? \_\_\_\_\_
2. The most popular display in the museum was the pioneer exhibit. In August 2129 people visited it, in September 1967, in October 1005, and in November 2270. How many people visited the pioneer exhibit in the four months? \_\_\_\_\_
3. In one room 2741 articles are exhibited, in another 1290, in a third 2605, and in a fourth 3087 articles. How many articles are exhibited? \_\_\_\_\_
4. In the first week in August \$29.50 was collected in fees, in the second week \$21.65, in the third week \$24.05, and in the fourth week \$23.90. How much was collected in fees in August? \_\_\_\_\_

**Find the sums:**

**5 UNIT**

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>
5.	1947	2608	3570	1298	2048	4159	3260
	3061	1942	1826	2799	1596	1975	1919
	2856	3485	2457	1814	1388	2637	2086
	1378	1790	1902	3141	3107	1056	1400

6.	1371	1298	2037	3465	4005	1673	3984
	2937	3604	2184	1356	137	58	39
	1593	1323	3875	1232	964	797	76
	2448	2497	1207	2160	83	2805	1451

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>
7.	\$45.01	\$26.89	\$15.35	\$26.70	\$ 8.26	\$18.79
	16.97	15.01	37.49	19.95	64.57	16.07
	29.45	17.64	28.66	38.64	.93	23.65
	13.39	34.53	14.73	13.87	.65	39.31

## Lesson 25 — ADDING FIVE-PLACE NUMBERS

Work Space

1. In a recent year there were 19,947 Indians in California, 12,533 Indians in Minnesota, and 16,606 Indians in Montana. What was the total Indian population of these three states? \_\_\_\_\_
2. Jane learned some facts about visitors to the Statue of Liberty. One month there were 72,648 visitors at the Statue, and the following month 68,425. What was the number of visitors for two months? \_\_\_\_\_
3. There are several towns near Plainville. Sunnydale has a population of 15,204; Strong City, 27,791; and Hadley, 56,500. How many people live in these three towns? \_\_\_\_\_
4. There are two large towns near Hadley. Greenridge has a population of 56,798 and Harrison 49,365. What is the total population of these towns? \_\_\_\_\_
5. The children were studying about Illinois. They learned that Charleston has a population of 10,505; Franklin Park, 18,322; and Oak Park, 61,093. What is the total population of these three towns? \_\_\_\_\_

UNIT 5

Find the sums:

a	b	c	d	e
6. $50,134$ <u>47,745</u>	$13,254$ <u>68,975</u>	$70,396$ <u>29,758</u>	$43,768$ <u>21,590</u>	$16,761$ <u>72,349</u>
7. $35,647$ $41,023$ <u>23,108</u>	$16,381$ $30,275$ <u>23,143</u>	$40,837$ $27,841$ <u>31,210</u>	$14,708$ $26,873$ <u>32,314</u>	$31,970$ $24,864$ <u>32,391</u>

TOP SCORE: 15 MY SCORE: \_\_\_\_\_



## Lesson 26 — SUBTRACTING FIVE-PLACE NUMBERS

1. Mt. McKinley, the highest point in North America, is 20,320 feet high. Mt. Foraker, in the same park, is 17,400 feet high. How many feet higher is Mt. McKinley than Mt. Foraker? \_\_\_\_\_

2. Mt. Rainier in Washington is 14,410 feet high. How many feet higher is Mt. McKinley (20,320 feet) than Mt. Rainier? \_\_\_\_\_

3. Mauna Kea, an extinct volcano in Hawaii, is 13,784 feet above sea level. Mauna Loa, the largest active volcano, is 13,680 feet above sea level. It is often called the Twin of Mauna Kea. How many feet higher is Mauna Kea than Mauna Loa? \_\_\_\_\_

4. There are 96,935 miles of rural roads in Nebraska and 71,596 miles in Colorado. How many more miles of rural roads are there in Nebraska than in Colorado? \_\_\_\_\_

5. Key West, Florida, had a population of 33,956 in 1960 and 26,433 in 1950. How many more people lived in Key West in 1960 than in 1950? \_\_\_\_\_

6. There are several large stadiums in the United States. Soldier Field in Chicago seats 84,677 people and the Cotton Bowl in Dallas, Texas, seats 75,504. How many more people can be seated at Soldier Field than at the Cotton Bowl? \_\_\_\_\_

Work Space

5 UNIT

Find the differences:

a	b	c	d	e	f
7. <u>38,675</u>	69,570	43,987	12,450	51,628	76,165
27,465	<u>36,300</u>	<u>23,675</u>	<u>10,326</u>	<u>20,486</u>	<u>42,723</u>
8. <u>92,421</u>	19,630	26,842	87,139	37,624	55,719
81,265	<u>14,489</u>	<u>12,497</u>	<u>52,685</u>	<u>26,931</u>	<u>42,926</u>
9. <u>34,609</u>	41,922	70,865	33,987	56,978	69,123
16,401	<u>26,715</u>	<u>65,423</u>	<u>16,626</u>	<u>42,435</u>	<u>41,904</u>

## Lesson 27 — PRACTICE

Find the sums:

a	b	c	d	e	f
1. \$24.29	\$34.55	\$24.73	\$13.84	2597	3537
23.95	25.45	27.48	37.64	1323	2173
<u>16.98</u>	<u>13.04</u>	<u>36.49</u>	<u>19.98</u>	<u>3606</u>	<u>1306</u>

2. 22,467	22,185	41,087	23,542	1236	21,146
<u>21,359</u>	<u>13,237</u>	<u>22,193</u>	<u>52,107</u>	<u>5347</u>	<u>43,265</u>

Find the differences:

a	b	c	d	e	f	g
3. 70	95	36	96	54	758	849
<u>47</u>	<u>57</u>	<u>18</u>	<u>32</u>	<u>25</u>	<u>579</u>	<u>384</u>

4. \$50.83	\$45.03	\$49.05	\$68.06	34,675	86,740	42,367
<u>23.68</u>	<u>13.87</u>	<u>18.70</u>	<u>42.18</u>	<u>18,569</u>	<u>34,628</u>	<u>22,691</u>

Find the products:

a	b	c	d	e	f	g	h
5. 512	743	816	295	347	618	347	259
<u>19</u>	<u>28</u>	<u>37</u>	<u>46</u>	<u>50</u>	<u>42</u>	<u>34</u>	<u>17</u>

UNIT 5

6. 608	863	529	215	512	608	374	479
<u>68</u>	<u>90</u>	<u>23</u>	<u>34</u>	<u>85</u>	<u>56</u>	<u>67</u>	<u>90</u>

Find the quotients:

a	b	c	d	e	f	g
7. 9) 657	8) 856	7) 784	6) 656	5) 529	4) 464	7) 754

## Lesson 28 — REVIEW

Work Space

1. A grocery boy dusted two shelves of canned vegetables. One shelf was 7 feet 5 inches long and the other shelf was 8 feet 6 inches long. How many feet of shelves did he dust?    ft.    in.

2. **Change to smaller units:**

a

$$5 \text{ qt.} = \underline{\quad} \text{ pt.}$$

b

$$4 \text{ bu.} = \underline{\quad} \text{ pk.}$$

c

$$5 \text{ pt.} = \underline{\quad} \text{ c.}$$

d

$$4 \text{ ft.} = \underline{\quad} \text{ in.}$$

3. **Change to larger units:**

$$9 \text{ ft.} = \underline{\quad} \text{ yd.}$$

$$16 \text{ oz.} = \underline{\quad} \text{ lb.}$$

$$8 \text{ c.} = \underline{\quad} \text{ pt.}$$

$$36 \text{ in.} = \underline{\quad} \text{ yd.}$$

4. **Write the answers:**

$$\frac{1}{2} \text{ of } 18 = \underline{\quad}$$

$$\frac{1}{4} \text{ of } 28 = \underline{\quad}$$

$$\frac{1}{3} \text{ of } 15 = \underline{\quad}$$

$$\frac{1}{4} \text{ of } 48 = \underline{\quad}$$

**Find the sums:**

a

$$\begin{array}{r} 360 \\ 425 \\ 751 \\ 237 \\ \hline 1407 \end{array}$$

b

$$\begin{array}{r} 407 \\ 623 \\ 562 \\ 847 \\ \hline 287 \end{array}$$

c

$$\begin{array}{r} 729 \\ 32 \\ 840 \\ 287 \\ \hline 1503 \end{array}$$

d

$$\begin{array}{r} 3875 \\ 4027 \\ 1309 \\ 4783 \\ \hline 1503 \end{array}$$

e

$$\begin{array}{r} 8752 \\ 9070 \\ 3258 \\ 1503 \\ \hline 27,059 \end{array}$$

f

$$\begin{array}{r} 35,403 \\ 35,403 \\ 14,070 \\ \hline 21,578 \end{array}$$

g

$$\begin{array}{r} 38,704 \\ 18,073 \\ \hline 56,777 \end{array}$$

6.

$$\begin{array}{r} \frac{7}{8} \\ \frac{1}{8} \\ \hline \frac{1}{2} \end{array}$$

$$\begin{array}{r} \frac{2}{4} \\ \frac{1}{4} \\ \hline \frac{1}{2} \end{array}$$

$$\begin{array}{r} \frac{1}{3} \\ \frac{2}{3} \\ \hline \frac{1}{2} \end{array}$$

$$\begin{array}{r} \frac{1}{6} \\ \frac{3}{6} \\ \hline \frac{1}{2} \end{array}$$

$$\begin{array}{r} \frac{1}{5} \\ \frac{1}{5} \\ \hline \frac{1}{5} \end{array}$$

$$\begin{array}{r} 8 \text{ lb. } 7 \text{ oz.} \\ 4 \text{ lb. } 4 \text{ oz.} \\ \hline 12 \text{ lb. } 11 \text{ oz.} \end{array}$$

$$\begin{array}{r} 7 \text{ ft. } 4 \text{ in.} \\ 5 \text{ ft. } 5 \text{ in.} \\ \hline 12 \text{ ft. } 9 \text{ in.} \end{array}$$

5 UNIT

7. **Find the differences:**

$$\begin{array}{r} \frac{2}{5} \\ \frac{1}{5} \\ \hline \frac{1}{5} \end{array}$$

$$\begin{array}{r} \frac{8}{8} \\ \frac{5}{8} \\ \hline \frac{3}{8} \end{array}$$

$$\begin{array}{r} \frac{5}{6} \\ \frac{2}{6} \\ \hline \frac{3}{6} \end{array}$$

$$\begin{array}{r} \frac{3}{4} \\ \frac{1}{4} \\ \hline \frac{1}{2} \end{array}$$

$$\begin{array}{r} \frac{3}{3} \\ \frac{1}{3} \\ \hline \frac{2}{3} \end{array}$$

$$\begin{array}{r} 3 \text{ yd. } 2 \text{ ft.} \\ 1 \text{ yd. } 1 \text{ ft.} \\ \hline 2 \text{ yd. } 1 \text{ ft.} \end{array}$$

$$\begin{array}{r} 87,043 \\ 28,578 \\ \hline 58,465 \end{array}$$

8. **Find the products:**

a

$$\begin{array}{r} 4 \text{ bu. } 1 \text{ pk.} \\ \underline{3} \\ \hline \end{array}$$

b

$$\begin{array}{r} 4 \text{ gal. } 1 \text{ qt.} \\ \underline{2} \\ \hline \end{array}$$

c

$$\begin{array}{r} 327 \\ \underline{63} \\ \hline \end{array}$$

d

$$\begin{array}{r} 408 \\ \underline{25} \\ \hline \end{array}$$

e

$$\begin{array}{r} 628 \\ \underline{12} \\ \hline \end{array}$$

f

$$\begin{array}{r} 536 \\ \underline{23} \\ \hline \end{array}$$

9. **Find the quotients:**

a

$$5 \overline{) 448}$$

b

$$7 \overline{) 829}$$

c

$$12 \overline{) 176}$$

d

$$18 \overline{) 208}$$

e

$$27 \overline{) 310}$$

f

$$77 \overline{) 908}$$

g

$$86 \overline{) 692}$$

## Lesson 29 — TEST YOURSELF

Work Space

1. A cake was cut into 8 equal parts. Jim had eaten 1 piece leaving  $\frac{7}{8}$  of the cake on the plate. Mary took 1 piece. How much of the cake was then left on the plate?

2. Change to larger units:

a	b	c	d
2000 lb. = ___ T.	12 pk. = ___ bu.	28 qt. = ___ gal.	32 fl. oz. = ___ qt.

3. Change to smaller units:

2 qt. = ___ pt.	4 T. = ___ lb.	4 gal. = ___ qt.	5 lb. = ___ oz.
-----------------	----------------	------------------	-----------------

4. Write the answers:

$\frac{1}{2}$ of 14 = ___	$\frac{1}{3}$ of 24 = ___	$\frac{1}{4}$ of 20 = ___	$\frac{1}{3}$ of 36 = ___
---------------------------	---------------------------	---------------------------	---------------------------

Find the sums:

a	b	c	d	e	f	g
5. 287	420	7484	3087	7005		
840	633	3782	7249	4273	38,073	37,290
29	27	783	1230	2708	42,709	20,239
732	402	2072	5704	350	10,388	24,578

6.	$\frac{1}{6}$	$\frac{5}{8}$	$\frac{1}{3}$	$\frac{1}{5}$	$\frac{1}{4}$	9 lb. 14 oz.	8 yd. 1 ft.
	$\underline{\frac{1}{6}}$	$\underline{\frac{1}{8}}$	$\underline{\frac{1}{3}}$	$\underline{\frac{1}{5}}$	$\underline{\frac{1}{4}}$	$\underline{8 \text{ lb. } 1 \text{ oz.}}$	$\underline{2 \text{ yd. } 1 \text{ ft.}}$

7. Find the differences:

UNIT 5

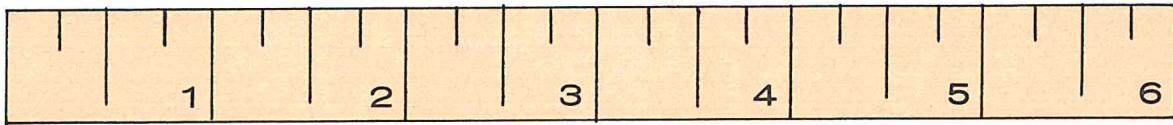
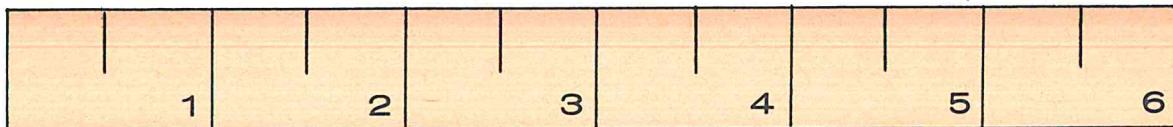
$\frac{3}{5}$	$\frac{7}{8}$	$\frac{6}{6}$	$\frac{2}{4}$	84,209	4380	12 gal. 3 qt.
$\underline{\frac{2}{5}}$	$\underline{\frac{4}{8}}$	$\underline{\frac{5}{6}}$	$\underline{\frac{1}{4}}$	$\underline{28,379}$	$\underline{2477}$	$\underline{5 \text{ gal. } 1 \text{ qt.}}$

8. Find the products:

a	b	c	d	e	f
6 ft. 3 in.	5 bu. 1 pk.	704	680	429	327
$\underline{3}$	$\underline{2}$	$\underline{25}$	$\underline{38}$	$\underline{62}$	$\underline{24}$

9. Find the quotients:

a	b	c	d	e	f
6) 924	8) 523	21) 624	14) 182	32) 428	52) 829



## Lesson 1 — USING THE RULER

Each of the inch spaces of the ruler may be divided into two equal parts. Each part is called **one-half inch** and is written  $\frac{1}{2}$  inch.

Each of the inch spaces of the ruler may also be divided into four equal parts. Each part is then called **one-fourth inch** and is written  $\frac{1}{4}$  inch.

1. How many  $\frac{1}{4}$  inches are there in an inch? \_\_\_ Find  $\frac{1}{4}$  inch on the ruler.
2. How many  $\frac{1}{2}$  inches are there in an inch? \_\_\_ Find  $\frac{1}{2}$  inch on the ruler. Find  $\frac{3}{4}$  inch on the ruler.
3. Lay a ruler on line A. Line A is longer than 4 inches. Be sure that the first mark on the left of your ruler is exactly even with the left end of the line. Line A extends to the first  $\frac{1}{4}$ -inch mark past the 4-inch mark on the ruler. Its length is written  $4\frac{1}{4}$  inches. Line A is \_\_\_ inches long.

A

4. Lay a ruler on line B. Line B is longer than 3 inches. Line B extends to the first  $\frac{1}{2}$ -inch mark past the 3-inch mark on the ruler. Its length is written  $3\frac{1}{2}$  inches. Line B is \_\_\_ inches long.

B

5. Line C is longer than 2 inches. It extends to the  $\frac{3}{4}$ -inch mark past the 2-inch mark on the ruler. Its length is \_\_\_ inches.

C

*With your ruler measure the lengths of the following lines:*

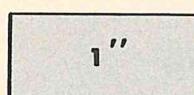
6. How long is line D? D \_\_\_ in.

7. How long is line E? E \_\_\_ in.

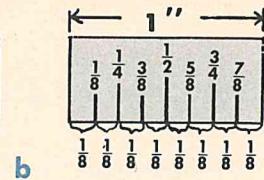
8. Draw a line 5 inches long:

9. Draw a line  $4\frac{3}{4}$  inches long:

## Lesson 2 — USING THE RULER



a

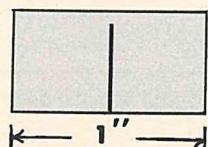
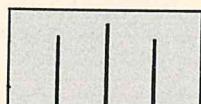
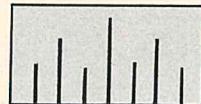


b

1.  $\frac{2}{8}$  inch is the same as \_\_\_\_ inch.
2.  $\frac{4}{8}$  inch is the same as \_\_\_\_ inch.
3. Put an X beside the rectangle that shows the inch divided into 8 equal parts: Each of the eight equal parts is called **one-eighth inch**, and is written  $\frac{1}{8}$  inch.

**Write the answers:**

4. How many  $\frac{1}{8}$  inches are there in one inch? \_\_\_\_
5. How many  $\frac{1}{4}$  inches are there in one inch? \_\_\_\_
6. How many  $\frac{1}{2}$  inches are there in one inch? \_\_\_\_
7. Which is longer  $\frac{1}{8}$  inch,  $\frac{1}{4}$  inch,  $\frac{1}{2}$  inch? \_\_\_\_
8. Which is shorter  $\frac{1}{8}$  inch,  $\frac{1}{4}$  inch,  $\frac{1}{2}$  inch? \_\_\_\_



9. Measure lines A, B, and C. Line A is  $\frac{1}{8}$  inch longer than 3 inches. The length of the line is 3 inches +  $\frac{1}{8}$  inch and is written  $3\frac{1}{8}$  inches.

**Write the length of each line in inches and fractions of inches:**

A. \_\_\_\_ inches long.



B. \_\_\_\_ inches long.



C. \_\_\_\_ inches long.



10. Draw a line  $3\frac{3}{8}$  inches long:

11. Draw a line  $2\frac{5}{8}$  inches long:

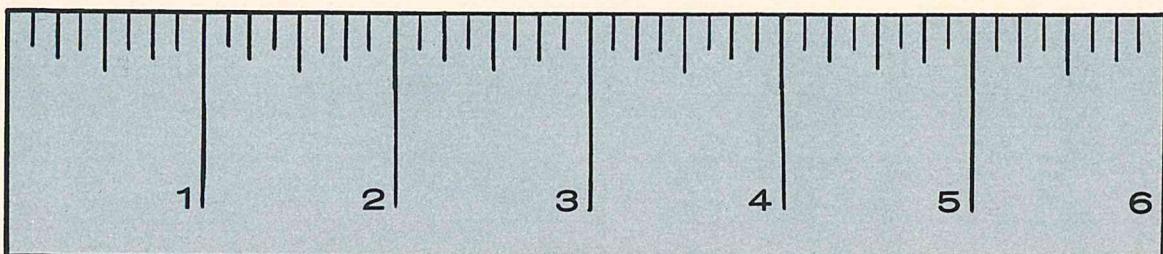
12. Draw a line  $4\frac{1}{8}$  inches long:

13. Draw a line  $1\frac{7}{8}$  inches long:

14. Find the following marks on this rule and put an X on each mark.

$\frac{1}{8}$  inch,  $\frac{3}{8}$  inch,  $\frac{5}{8}$  inch,  $\frac{7}{8}$  inch, 1 inch,  $1\frac{1}{8}$  inches,  $1\frac{3}{8}$  inches,  $1\frac{5}{8}$  inches,  
 $1\frac{7}{8}$  inches,  $3\frac{1}{8}$  inches,  $4\frac{5}{8}$  inches,  $5\frac{7}{8}$  inches.

UNIT 6



## Lesson 3 — PRACTICE

Write the numbers that tell how many:

<b>a</b>	<b>b</b>	<b>c</b>
1. 2 feet = ____ inches	7 quarts = ____ pints	3 gallons = ____ quarts
2. 1 yard = ____ inches	4 pecks = ____ quarts	2 hours = ____ minutes
3. 2 miles = ____ feet	3 bushels = ____ pecks	3 pounds = ____ ounces

Use the symbol  $>$  or  $<$  to compare these measures:

4. 2 yards ____ 8 feet	$\frac{1}{2}$ yard ____ 20 inches	2 gallons ____ 9 quarts
5. 2 pints ____ 3 cups	33 hours ____ 2 days	3 pounds ____ 50 ounces
6. 1 quart ____ 3 pints	1 foot ____ 15 inches	$1\frac{1}{2}$ ton ____ 500 pounds
7. $\frac{1}{2}$ gallon ____ 1 quart	2 quarts ____ 6 pints	15 minutes ____ 1 hour
8. $\frac{1}{2}$ bushel ____ 1 peck	5 pecks ____ 10 quarts	18 seconds ____ 2 minutes

Write the equal measures:

9. 4 cups = ____ pints	5 hours = ____ minutes	2 pounds = ____ ounces
10. 2 yards = ____ feet	2 gallons = ____ pints	108 inches = ____ yards
11. 9 feet = ____ yards	24 cups = ____ quarts	240 minutes = ____ hours
12. 2 feet = ____ inches	4 gallons = ____ quarts	60 seconds = ____ minutes
13. 2 quarts = ____ cups	4 bushels = ____ pecks	320 quarts = ____ bushels

Write the abbreviations:

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
14. inch = ____	foot = ____	yard = ____	cup = ____
15. pint = ____	hour = ____	quart = ____	minute = ____
16. gallon = ____	peck = ____	bushel = ____	second = ____

17. Find the products:

6 min. 18 seconds	3 bu. 1 pk.	3 gal. 1 qt.	4 lb. 3 oz.
2	3	3	4

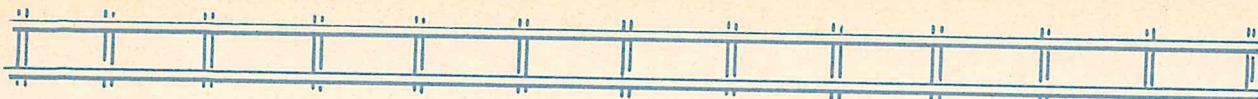
18. Find the sums:

<b>a</b>	<b>b</b>
3 gal. 1 qt.	3 hr. 25 minutes
4 gal. 2 qt.	1 hr. 18 minutes

19. Find the differences:

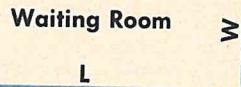
<b>a</b>	<b>b</b>
7 pt. 2 c.	8 lb. 12 oz.
3 pt. 1 c.	2 lb. 8 oz.

6 UNIT



Railroad Tracks

## Lesson 4 — PARALLELS, PERIMETERS, AREAS



1. The tracks of the train are an equal distance apart and will never meet. The tracks are **parallel**. Name other parallel lines. \_\_\_\_\_
2. The floor of the waiting room is shaped like a rectangle. It has four straight sides and four right angles. Any two sides of a rectangle which come together in a right angle can be called the length and the width. Length and width are never on opposite or parallel sides. The longer side is usually called the **length**, and the shorter side is called the **width**. Look at the picture of the waiting room. What letter is written on the length? \_\_\_\_\_ On the width? \_\_\_\_\_
3. Robert made a pen for his chickens. How much fencing will Robert need to put around a pen if it is 5 ft. long and 3 ft. wide? The distance around a rectangle is called the **perimeter**. The perimeter of the pen is  $3 \text{ ft.} + 5 \text{ ft.} + 3 \text{ ft.} + 5 \text{ ft.}$  2 sides are 3 ft. long or  $2 \times 3 \text{ ft.}$  2 sides are 5 ft. long or  $2 \times 5 \text{ ft.}$  The perimeter is also  $(2 \times 3) + (2 \times 5)$  ft. Robert will need \_\_\_\_\_ ft. of fence.
4. Robert fenced a square plot of ground. How much wire did he need to go around the plot of ground? The perimeter is  $6 \text{ ft.} + 6 \text{ ft.} + 6 \text{ ft.} + 6 \text{ ft.}$  Robert needed \_\_\_\_\_ ft. of fence.
5. How much surface does the pen cover? Surface measure is called **area**. Area is always expressed in square measure, such as square inches or square feet. The picture shows a plan of the pen divided into squares. Each square is 1 ft. long on each side. How many squares are in the top row? \_\_\_\_\_ In the 2nd row? \_\_\_\_\_ How many rows are there? \_\_\_\_\_ How many squares are there all together? \_\_\_\_\_ The answer is also the number of square feet in the area of the rectangle since each square is 1 square foot.

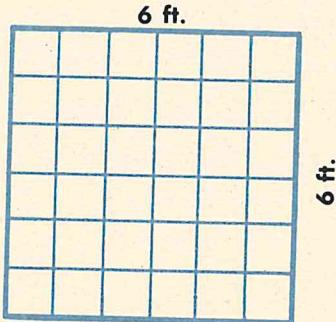
You can find the number of square ft. in the area a shorter way than by dividing it into squares and counting them.

UNIT 6

To find the area of any rectangle, multiply its length by its width.

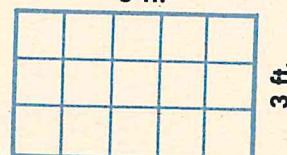
### 6. Find the area of Robert's chicken pen:

Plot of Ground



TOP SCORE: 11 MY SCORE: \_\_\_\_\_

5 ft.



Chicken Pen

## Lesson 5 — PROBLEM SOLVING

Estimate each answer before working the problem to know what a reasonable answer would be. Use the symbols  $>$  or  $<$  to compare the numbers:

### 1. Estimate Problem

$$\begin{array}{rcl} \$7.00 & \underline{>} & \$6.95 \\ 6.00 & \underline{>} & 5.89 \\ 5.00 & \underline{>} & 4.98 \\ \hline 18.00 & \underline{>} & 17.82 \end{array}$$

Mary paid \$6.95 for a dress, \$5.89 for a pair of shoes, and \$4.98 for a sweater. Find how much Mary paid for the clothes.

A reasonable estimate is about \_\_\_\_\_.

Mary paid \_\_\_\_\_ altogether.

### 2. Estimate Problem

$$\begin{array}{rcl} \$6.00 & \underline{<} & \$6.19 \\ 3.00 & \underline{<} & 3.25 \\ 2.00 & \underline{<} & 2.10 \\ \hline & & \end{array}$$

Joe paid \$6.19 for shoes, \$3.25 for a shirt, and \$2.10 for gloves. Find how much Joe paid altogether.

A reasonable answer is about \_\_\_\_\_.

Joe spent \_\_\_\_\_.

### 3. Estimate Problem

$$\begin{array}{rcl} 400 & \underline{>} & 398 \\ 300 & \underline{<} & 289 \\ \hline & & \end{array}$$

Mike has 398 stamps in his collection and Joe has 289 stamps. Find how many more stamps Mike has than Joe.

A reasonable answer is about \_\_\_\_\_.

Mike has \_\_\_\_\_ more stamps than Joe.

### 4. Estimate Problem

$$\begin{array}{rcl} \$6.00 & \underline{>} & \$5.90 \\ 3.00 & \underline{<} & 2.78 \\ \hline & & \end{array}$$

Bill had \$5.90. He spent \$2.78 for a book. Find how much money he had left.

A reasonable answer is about \_\_\_\_\_.

Bill had \_\_\_\_\_ left.

6 UNIT

### 5. Estimate Problem

$$\begin{array}{rcl} & \underline{<} & 298 \\ & \underline{<} & 329 \\ & \underline{<} & 290 \\ \hline & & \end{array}$$

On their vacation, the Stuarts traveled 298 miles the first day, 329 miles the second day and 290 miles the third day. Find how many miles they traveled during the three days.

A reasonable answer is about \_\_\_\_\_.

They drove \_\_\_\_\_ miles.

### 6. Estimate Problem

$$\begin{array}{rcl} & \underline{>} & 625 \\ & \underline{>} & 390 \\ & \underline{<} & \end{array}$$

During the week end Mary took a trip of 625 miles and Sue traveled 390 miles. How much longer was Mary's trip than Sue's trip?

A reasonable answer is \_\_\_\_\_ miles.

Mary's trip was \_\_\_\_\_ miles longer than Sue's.

## Lesson 6 — PROBLEM SOLVING

Estimate each answer before working the problem to know what a reasonable answer would be. Use the symbol greater than  $>$  or less than  $<$  to compare the numbers:

1. Jim paid \$1.89 for gloves and 5 times as much for a pair of shoes. Find how much he paid for the shoes.

A reasonable answer is about \_\_\_\_.

He paid \_\_\_\_ for the shoes.

Estimate	Problem
\$2.00	\$1.89
5	5
\$10.00	\$9.45

2. Mary bought a coat and a pair of shoes. The coat cost 3 times as much as the shoes. The shoes cost \$6.25. Find what the coat cost.

A reasonable answer is about \_\_\_\_.

She paid \_\_\_\_ for the coat.

Estimate	Problem
—	—
—	—

3. Mike pasted 392 pictures of rockets and planes in a scrapbook. He put 8 pictures on a page. Find how many pages of pictures he had in the scrapbook.

A reasonable answer is \_\_\_\_ pages.

He has \_\_\_\_ pages of pictures.

Estimate	Problem
8 ) 400	8 ) 392

4. Some fourth-grade pupils attended a program in the auditorium. They filled 4 rows of seats. If there are 18 seats in each row, find how many fourth-grade pupils attended the program.

A reasonable answer is about \_\_\_\_ pupils.

\_\_\_\_ fourth-grade pupils attended the program.

Estimate	Problem
—	—
—	—

5. Seven girls bought a gift that cost \$7.28. If they shared the cost of the gift equally, find what each girl paid.

A reasonable answer is about \_\_\_\_.

Each girl paid \_\_\_\_.

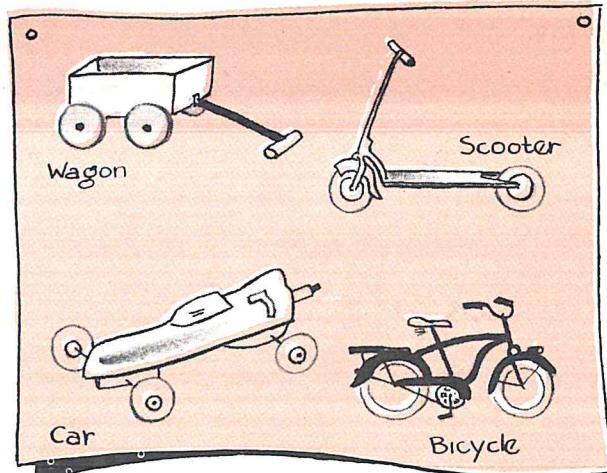
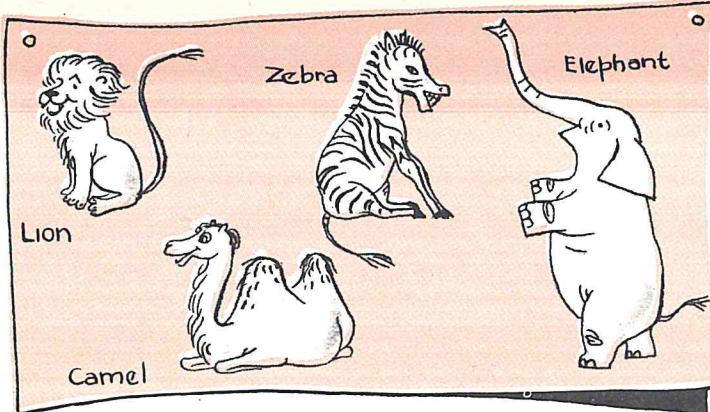
Estimate	Problem
—	—
—	—

6. Mary's mother paid \$2.95 a yard for curtain material. Find what she paid for 9 yards.

A reasonable answer is about \_\_\_\_.

She paid \_\_\_\_ for the 9 yards.

Estimate	Problem
—	—
—	—



## Lesson 7 — SETS

A collection of things is called a set. Each thing in a set is a member of the set. The first picture is a set of wild animals.

1. Write the names of the members of this set: \_\_\_\_\_

2. The second picture is a set of toys.

Write the names of the members of this set: \_\_\_\_\_

You are a member of several sets: your family, your class, your school, and your city. Are you a member of other sets? If there are no members in any group known as a set, this set is called the empty set. An empty set may be written this way: { }

In the following list of sets, write the number of members in each set:

3. Class members who are 5 years old \_\_\_\_\_ If there are no members 5 years old, the set is empty.

4. Girls in your class \_\_\_\_\_

5. Boys in your class \_\_\_\_\_

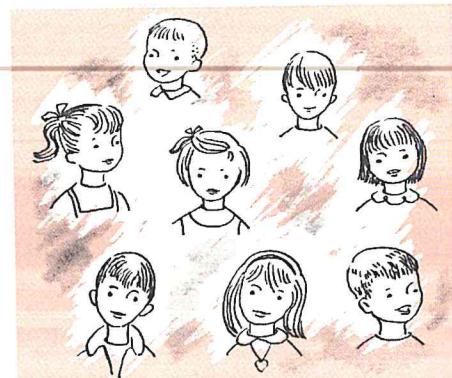
6 UNIT

6. Class members who are 9 years old \_\_\_\_\_

7. Class members who are 10 years old \_\_\_\_\_

8. Class members whose names begin with A \_\_\_\_\_

9. Class members whose names begin with B \_\_\_\_\_



10. Beginning with 1, write the members of the set of whole numbers less than 5. \_\_\_\_\_

11. Write the members of the set of whole numbers greater than 5 and less than 10. \_\_\_\_\_

12. Write the members of the set of whole numbers greater than 5 and less than 6. \_\_\_\_\_

TOP SCORE: 24 MY SCORE: \_\_\_\_\_

## Lesson 8 — MORE ABOUT SETS

4, 5, 6, 7, 8

52, 54, 56, 58

Set A

Set B

42, 43, 44, 45, 46

11, 13, 15, 17

Set C

Set D

XL, XLI, XLII, XLIII, XLIV

Set E

Find the sets that are:

1. The even numbers greater than 50 and less than 60. Set \_\_\_\_\_
2. The odd numbers greater than 9 and less than 19. Set \_\_\_\_\_
3. The numbers greater than 41 and less than 47. Set \_\_\_\_\_
4. The numbers greater than 3 and less than 9. Set \_\_\_\_\_
5. Roman numerals corresponding to the numbers 40 to 44. Set \_\_\_\_\_

The members of a set are enclosed by braces.

Set A is written: Set A = {4, 5, 6, 7, 8}

Write Set B, Set C, Set D, and Set E using braces:

a

b

6. Set B = \_\_\_\_\_

Set C = \_\_\_\_\_

7. Set D = \_\_\_\_\_

Set E = \_\_\_\_\_

8. Set Z has all of the odd numbers greater than 3 and less than 15.

Set Z = \_\_\_\_\_

11. Set T has as its members all of the numbers greater than 14 and less than 19.

Set T = \_\_\_\_\_

9. Set X has as its members all of the even numbers that are greater than 2 and less than 10.

Set X = \_\_\_\_\_

12. Set Y has all of the even numbers greater than 6 and less than 18.

Set Y = \_\_\_\_\_

10. Set S has all of the numbers greater than 195 and less than 201 as its members.

Set S = \_\_\_\_\_

13. Set R has all of the whole numbers greater than 49 and less than 60, as its members.

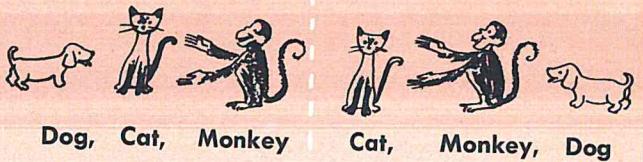
Set R = \_\_\_\_\_

UNIT 6

## Lesson 9 — MORE ABOUT SETS

Set A = {Dog, Cat, Monkey}

Set B = {Cat, Monkey, Dog}



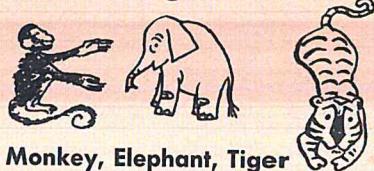
Set A

Set B

Two sets are equal if the members of the two sets are the same. The members of the two sets do not need to be in the same order. Set A has the same members as Set B. Then Set A = Set B.

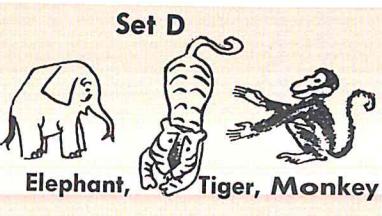
1. Write the members of each set:

Set C



Set C = { \_\_\_\_\_ }

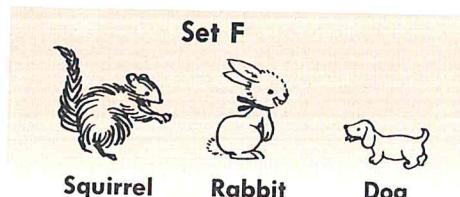
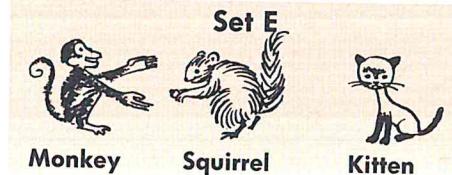
Set D = { \_\_\_\_\_ }



Set D

Set E = { \_\_\_\_\_ }

Set F = { \_\_\_\_\_ }



Set E

Set F

Set E does not equal set F because all the members of Set E are not the same as all the members of Set F. To show that the sets are not equal, write:  $\text{Set E} \neq \text{Set F}$ .

Use the symbol = or the symbol  $\neq$  to compare these sets:

Set G = {Bear, Monkey, Elephant}

Set I = {Monkey, Elephant, Bear}

Set H = {Lion, Monkey, Bear}

Set J = {Monkey, Bear, Lion}

6 UNIT

a

2. Set G \_\_\_\_\_ Set H

b

Set G \_\_\_\_\_ Set I

c

Set G \_\_\_\_\_ Set J

3. Set H \_\_\_\_\_ Set I

Set H \_\_\_\_\_ Set J

Set J \_\_\_\_\_ Set I

Compare these sets with = or  $\neq$ :

Set K = {1, 2, 3, 4}   Set L = {3, 2, 1, 4}   Set M = {3, 2, 5, 4}   Set N = {4, 5, 2, 3}

4. Set K \_\_\_\_\_ Set L

Set K \_\_\_\_\_ Set M

Set K \_\_\_\_\_ Set N

5. Set L \_\_\_\_\_ Set M

Set L \_\_\_\_\_ Set N

Set M \_\_\_\_\_ Set N

6. What member must be added to Set X to make Set X equal to Set W? \_\_\_\_\_ Set W = {4, 6, 8, 2}   Set X = {4, 2, 6}

7. What member must be removed from Set Y to make it equal to Set Z? \_\_\_\_\_ Set Y = {10, 20, 30, 40}   Set Z = {40, 20, 10}

## Lesson 10 — REVIEW

In problems 1 and 2, estimate each answer before working the problem. Use the symbols < or > to compare the estimate with the answer:

1. Jim and Sue made trips to other cities. On these trips they drove 279 miles, 401 miles, and 397 miles. Find how many miles they drove in all.

A reasonable answer is about \_\_\_\_\_ miles.

They drove \_\_\_\_\_ miles.

Estimate      Problem

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Mary put candy in sacks for treats. She had 215 pieces of fudge, and she put 5 pieces in each sack. Find how many treats she had.

A reasonable answer is about \_\_\_\_\_.

She had \_\_\_\_\_ treats.

Estimate      Problem

\_\_\_\_\_

3. Set R has as its members all of the even whole numbers greater than 217 and less than 225.

Write Set R using braces: Set R = \_\_\_\_\_

4. Set A = {1, 3, 5, 7}      Set B = {5, 7, 3}

What member must be added to make Set B equal Set A? \_\_\_\_\_

5. A floor of a room of a house is shaped like a rectangle, having two sides of 18 feet and two sides of 12 feet. What is the perimeter? \_\_\_\_\_

Change to smaller units:

a

b

c

6. 3 feet = \_\_\_\_\_ inches      5 quarts = \_\_\_\_\_ pints      3 gallons = \_\_\_\_\_ quarts

7. 4 pints = \_\_\_\_\_ cups      4 yards = \_\_\_\_\_ feet      5 pounds = \_\_\_\_\_ ounces

8. Draw a line  $3\frac{7}{8}$  inches long:

9. Draw a line  $4\frac{1}{4}$  inches long:

10. Find the sums:

a

b

c

d

8 yd. 1 ft.

3 yd. 1 ft.

8 lb. 8 oz.

4 lb. 2 oz.

7 bu. 1 pk.

8 bu. 2 pk.

4 gal. 1 qt.

8 gal. 2 qt.

UNIT 6

11. Find the products:

8 lb. 2 oz.

6

6 bu. 1 pk.

2

8 ft. 1 in.

9

3 gal. 1 qt.

3

## Lesson 11 — TEST YOURSELF

In problems 1 and 2, estimate each answer before working the problem to know what a reasonable answer would be. Use the symbols  $<$  or  $>$  to compare the numbers:

1. Tom had \$6.95. He spent \$2.82 for a book. Find how much money he had left.

A reasonable estimate is \_\_\_\_\_. Tom had \_\_\_\_\_ left.

Estimate \_\_\_\_\_

Problem \_\_\_\_\_

\_\_\_\_\_

2. Jim paid \$2.95 for a baseball and 5 times as much for a baseball glove. Find how much he paid for the glove.

A reasonable estimate is \_\_\_\_\_.

He paid \_\_\_\_\_ for the glove.

Estimate \_\_\_\_\_

Problem \_\_\_\_\_

3. Set S has as its members all of the whole numbers less than 5 and greater than 4. Set S = \_\_\_\_\_

4. What member must be removed from Set C to make it equal to Set D? \_\_\_\_\_

Set C = {5, 15, 10, 20}

Set D = {10, 20, 5}

Change to larger units:

a

5. 12 ft. = \_\_\_\_\_ yd.

b

24 qt. = \_\_\_\_\_ pk.

c

48 in. = \_\_\_\_\_ ft.

6. 8 pt. = \_\_\_\_\_ qt.

32 fl. oz. = \_\_\_\_\_ qt.

16 qt. = \_\_\_\_\_ gal.

With your ruler measure the lengths of lines A and B:



7. Line A is \_\_\_\_\_ in. long. A



8. Line B is \_\_\_\_\_ in. long. B

6 UNIT

9. Find the perimeter of a square 6 feet on a side: \_\_\_\_\_ Find the area of the square: \_\_\_\_\_

Work Space

10. A pie had been cut into 8 equal pieces. There was  $\frac{5}{8}$  of it left on a plate. Jim took 2 pieces of pie. How much pie was left on the plate? \_\_\_\_\_

11. Find the differences:

a

8 ft. 11 in.  
7 ft. 5 in.

b

7 pt. 3 c.  
2 pt. 2 c.

12. Find the products:

a

8 yd. 1 ft.  
2

b

6 lb. 2 oz.  
7

## Lesson 12 — REVIEW — SECOND SEMESTER

Estimate the answer before working the problem to know what a reasonable answer would be. Use the symbols  $<$  or  $>$  to compare the numbers:

1. Sue paid \$7.95 for a dress, \$6.89 for a pair of shoes, and \$5.98 for a sweater. Find how much Sue paid for them all.

A reasonable estimate is \_\_\_\_\_.

Sue paid \_\_\_\_\_ for them all.

2. Some boys and girls made programs for a talent show. They bought 48 sheets of colored paper at 3¢ a sheet and 1 bottle of gold ink at 31¢ a bottle.

(A) How much did the colored paper cost? \_\_\_\_\_

(B) What was the total cost? \_\_\_\_\_

3. Write these numbers as Roman numerals:

87 \_\_\_\_\_ 12 \_\_\_\_\_ 35 \_\_\_\_\_ 47 \_\_\_\_\_ 94 \_\_\_\_\_ 77 \_\_\_\_\_

4. Jane began to practice her music lesson at 4:30. She finished at 5:25. How long did Jane practice?

Estimate Problem

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Work Space

A B

5. Find the averages:

a	b
133	38
528	40
275	75
	82

6. Add:

a	b	c	d
3743	28593	$\frac{2}{5}$	$\frac{3}{8}$
6059	60752	$\frac{1}{5}$	$\frac{2}{8}$
1203	35073	$\frac{1}{5}$	$\frac{1}{8}$

UNIT 6

Watch the signs:

a	b	c	d	e	f
7. $8 \text{ ft. } 2 \text{ in. } \times 5$	$7 \text{ lb. } 5 \text{ oz. } + 12 \text{ lb. } 10 \text{ oz. }$	$87528 - 35709$	$12 \text{ yd. } 2 \text{ ft. } - 3 \text{ yd. } 1 \text{ ft. }$	$603 \times 28$	$\frac{3}{4} - \frac{1}{4}$

a	b	c	d	e	f
8. $6 \overline{) 583}$	$5 \overline{) 993}$	$18 \overline{) 547}$	$39 \overline{) 682}$	$85 \overline{) 987}$	$67 \overline{) 582}$

## Lesson 13 — REVIEW OF BOOK

In problems 1-3, estimate each answer before working the problem to know what a reasonable answer would be. Use the symbols  $>$  and  $<$  to compare the estimate with the answer:

1. Estimate Problem

\_\_\_\_\_

The fourth graders filled 8 rows of seats in the auditorium. If there are 18 seats in each row, how many fourth graders were in the auditorium? A reasonable answer is about \_\_\_\_\_.

\_\_\_\_\_ fourth graders in the auditorium.

2.

\_\_\_\_\_

When Bob and Kay were on their vacation, they traveled 398 miles the first day, 429 miles the second day, and 290 miles the third day. How many miles did they travel during the three days? A reasonable answer is about \_\_\_\_\_ miles.

Bob and Kay traveled \_\_\_\_\_ miles.

3.

$$3 \overline{) 3.00} \quad 3 \overline{) 2.85}$$

Sue paid \$2.85 for 3 yards of cloth for a skirt. What did she pay for one yard?

A reasonable answer is about \_\_\_\_\_.

She paid \_\_\_\_\_ for one yard of cloth.

4. On the number line show that 3 and 6 are factors of 18. Then find two other factors of 18:

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

5. The other factors of 18 are \_\_\_\_\_ and \_\_\_\_\_.

6 UNIT

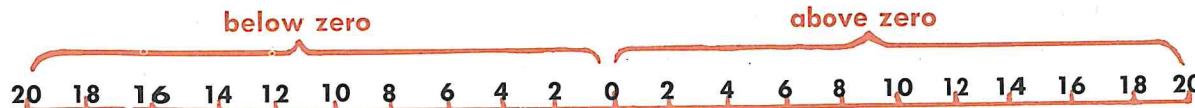
Find the differences between these temperatures. Use the number line to check your work:

a

b

6. 15 above zero and 20 above \_\_\_\_\_. 17 above zero and 2 below \_\_\_\_\_

below zero above zero



Find the products:

a

b

c

d

e

f

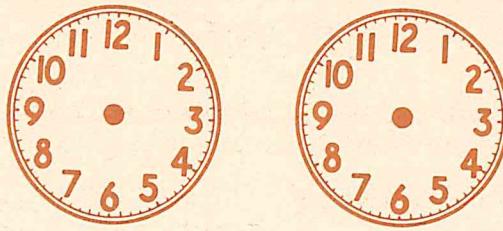
g

h

7. 408	$\underline{7}$	320	$\underline{9}$	803	$\underline{25}$	330	$\underline{58}$	209	$\underline{80}$	642	$\underline{10}$	320	$\underline{44}$	329	$\underline{86}$
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## Lesson 14 — REVIEW OF BOOK

1. School begins at 9 A.M. and lunch is at 11:30 A.M. Draw hands on the clockfaces to show these two times. How long does school last in the morning? \_\_\_\_\_



Write the equal measures:

a	b	c	d
2. $3 \text{ lb.} = \underline{\quad} \text{ oz.}$	4 $\text{yd.} = \underline{\quad} \text{ ft.}$	$10 \text{ pt.} = \underline{\quad} \text{ c.}$	$8 \text{ bu.} = \underline{\quad} \text{ pk.}$
3. $2 \text{ gal.} = \underline{\quad} \text{ qt.}$	$12 \text{ pt.} = \underline{\quad} \text{ qt.}$	$32 \text{ oz.} = \underline{\quad} \text{ lb.}$	$6 \text{ ft.} = \underline{\quad} \text{ in.}$
4. $8 \text{ pk.} = \underline{\quad} \text{ bu.}$	$2000 \text{ lb.} = \underline{\quad} \text{ T.}$	$15 \text{ ft.} = \underline{\quad} \text{ yd.}$	$5280 \text{ ft.} = \underline{\quad} \text{ mi.}$

Compare these sets

with = or  $\neq$ :

5. Set A    Set B  
6. Set B    Set C

$$\text{Set A} = \{2, 4, 6, 8\}$$

$$\text{Set B} = \{1, 3, 5, 7\}$$

a

Set A    Set C

Set B    Set D

$$\text{Set C} = \{5, 3, 1, 7\}$$

$$\text{Set D} = \{4, 2, 8, 6\}$$

b

Set A    Set D

Set C    Set D

7. Find the products:

a

$$\begin{array}{r} 6 \text{ lb. } 2 \text{ oz.} \\ \underline{7} \\ \hline \end{array}$$

b

$$\begin{array}{r} 8 \text{ qt. } 3 \text{ fl. oz.} \\ \underline{8} \\ \hline \end{array}$$

c

$$\begin{array}{r} 12 \text{ ft. } 1 \text{ in.} \\ \underline{11} \\ \hline \end{array}$$

d

$$\begin{array}{r} 8 \text{ mi. } 125 \text{ ft.} \\ \underline{9} \\ \hline \end{array}$$

8. Find the sums:

$$\begin{array}{r} 3 \text{ lb. } 4 \text{ oz.} \\ \underline{5 \text{ lb. } 6 \text{ oz.}} \\ \hline \end{array}$$

$$\begin{array}{r} 4 \text{ T. } 327 \text{ lb.} \\ \underline{12 \text{ T. } 927 \text{ lb.}} \\ \hline \end{array}$$

$$\begin{array}{r} 5 \text{ gal. } 1 \text{ qt.} \\ \underline{8 \text{ gal. } 2 \text{ qt.}} \\ \hline \end{array}$$

$$\begin{array}{r} 12 \text{ ft. } 8 \text{ in.} \\ \underline{18 \text{ ft. } 2 \text{ in.}} \\ \hline \end{array}$$

UNIT 6

9. Find the differences:

$$\begin{array}{r} 8 \text{ yd. } 2 \text{ ft.} \\ \underline{5 \text{ yd. } 1 \text{ ft.}} \\ \hline \end{array}$$

$$\begin{array}{r} 6 \text{ qt. } 15 \text{ fl. oz.} \\ \underline{3 \text{ qt. } 10 \text{ fl. oz.}} \\ \hline \end{array}$$

$$\begin{array}{r} 8 \text{ pk. } 7 \text{ qt.} \\ \underline{2 \text{ pk. } 5 \text{ qt.}} \\ \hline \end{array}$$

$$\begin{array}{r} 8 \text{ bu. } 3 \text{ pk.} \\ \underline{5 \text{ bu. } 2 \text{ pk.}} \\ \hline \end{array}$$

10. Add:

$$\begin{array}{r} \text{a} \quad \text{b} \\ \frac{6}{8} \quad \frac{2}{5} \\ \underline{\frac{1}{8} \quad \frac{2}{5}} \\ \hline \end{array}$$

$$\begin{array}{r} \text{c} \\ \frac{1}{6} \\ \underline{\frac{1}{6}} \\ \hline \end{array}$$

$$\begin{array}{r} \text{d} \\ \frac{1}{8} \\ \underline{\frac{1}{8}} \\ \hline \end{array}$$

$$\begin{array}{r} \text{e} \\ \frac{1}{4} \\ \underline{\frac{1}{4}} \\ \hline \end{array}$$

11. Subtract:

$$\begin{array}{r} \text{a} \quad \text{b} \\ \frac{2}{3} \quad \frac{7}{8} \\ \underline{\frac{1}{3} \quad \frac{5}{8}} \\ \hline \end{array}$$

$$\begin{array}{r} \text{c} \\ \frac{4}{5} \\ \underline{\frac{3}{5}} \\ \hline \end{array}$$

$$\begin{array}{r} \text{d} \\ \frac{6}{6} \\ \underline{\frac{1}{6}} \\ \hline \end{array}$$

$$\begin{array}{r} \text{e} \\ \frac{2}{2} \\ \underline{\frac{1}{2}} \\ \hline \end{array}$$

## FINAL TEST PRACTICE — I

1. Jerry had 80¢. He spent 30¢ for a sandwich and 25¢ for a soda. How much did he spend? \_\_\_\_\_

How much did he have left? \_\_\_\_\_

2. Bob needs 12 more books to complete a set of mystery books. If each book costs \$.89, how much will the 12 books cost? \_\_\_\_\_

3. Write the fractions that tell how much of each circle is colored. Add the fractions. Shade the answer circle to show the sum:



Work Space

4. Mrs. Jones made 3 dozen cookies. How many cookies are in 3 dozen? \_\_\_\_\_

5. Joanne spent \$2.25 for 3 books. If each book cost the same amount of money, what did each book cost? \_\_\_\_\_

6. Alice's test scores were 88, 95, and 93. Find her average test score. \_\_\_\_\_

7. The temperature outdoors was 90 degrees. It was 72 degrees in the schoolroom. What was the difference? \_\_\_\_\_

Work Space

8. Place commas in these numbers and write them as they should be read:  
 a. 2396481 \_\_\_\_\_ million \_\_\_\_\_ thousand \_\_\_\_\_  
 b. 4715283 \_\_\_\_\_ million \_\_\_\_\_ thousand \_\_\_\_\_

9. Set A has all of the odd numbers greater than 1 and less than 9 as its members. Set A = \_\_\_\_\_  
 Underline the correct answer:

10. How much cloth will Jane need for a dress? 2 yards 2 feet 2 inches

11. Jerry's height is about: 4 inches 4 feet 4 yards

12. What time does each clockface show? \_\_\_\_\_



13. Write A.M. or P.M. on each line:

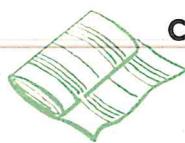
a. 9 o'clock in the morning \_\_\_\_\_ b. 5 o'clock in the afternoon \_\_\_\_\_

14. Draw a line under the things bought by the gallon:

15. Put an X on the things bought by the pound:



Butter



Cloth



Gasoline



Eggs



Candy



Milk

## Practice II — FINAL TEST

**a** Write the answers:

**b**

1.  $\frac{1}{2}$  of 8 =         

$\frac{1}{4}$  of 56 =         

2.  $\frac{1}{3}$  of 21 =         

$\frac{1}{3}$  of 63 =         

3. Draw a line under the largest number:

8294

8942

9824

9428

4. Draw a ring around each 6. Then draw a line from each 6 to the word that tells its value in its number:

6 4 2, 9 8 7

tens

2 7 3, 0 6 9

ones

9 7 6, 4 3 2

hundreds

2 4 5, 6 0 5

thousands

3 7 9, 5 8 6

ten thousands

8 6 0, 0 3 1

hundred thousands

5. Round these numbers to the nearest ten:

**a** 83

**b** 45

**c** 77

**d** 54

6. Write the missing numbers:

**b**

$7 + 9 = 10 + \underline{\quad}$

$5 + 6 = 10 + \underline{\quad}$

7. Use the symbol = or  $\neq$  to compare these problems:

$8 \times 3 \underline{\quad} 4 \times 6$

$7 \times 7 \underline{\quad} 8 \times 6$

8. Find the differences:

**b**

**c**

65095

\$9.75

59538

1.38

4702

2899

9. Find the products:

\$ .75

326

89

49

9

90

**a** Write the missing numbers:

**b**

10.  $8 \times \underline{\quad} = 72$

$12 - \underline{\quad} = 7$

11.  $42 \div \underline{\quad} = 6$

$6 + \underline{\quad} = 14$

12. Draw a line under the Roman numeral that represents the largest number:

XXIX

XXV

XXX

XXVIII

13. Draw lines from each picture to its name:

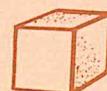
cube



cone



cylinder



sphere



triangle

14. Round these numbers to the nearest hundred:

**a** 425 **b** 585 **c** 769 **d** 742

Use the symbol  $>$  or  $<$  to compare these numbers:

**a** **b**

15. 4698 **a** 4689 **b** 5784 **c** 5748

16. 6300 **a** 6299 **b** 2475 **c** 2457

17. Find the sums:

**a** **b** **c**

\$6.95 **a** 27,540 **b** 3892

2.40 **a** 38,072 **b** 4705

**a** 2.65 **b** 6039

**a** **b** 69,321 **c** 5900

UNIT 6

18. Find the quotients:

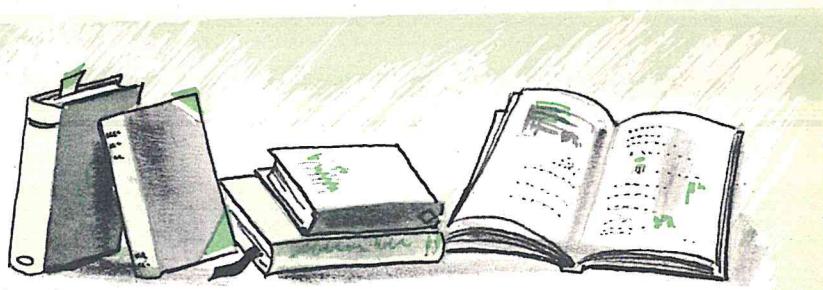
**a**

**b**

25) 493

38) 291

# INDEX



## Addition

adding 10, 100, 1000, etc.. 9, 10  
 associative law, 28  
 checking, 14, 16  
 by endings, 14  
 exchanging, 15, 16, 23  
 facts, 11, 158  
 five-place addends, 23, 135  
 four-place addends, 23, 25, 62, 69, 87, 97, 134  
 one- and two-place addends, 14, 15, 25, 62, 69, 87, 97, 133  
 three-place addends, 16, 18, 25, 62, 69, 87, 97, 129, 133  
 zero as an addend, 13

## Calendar

72

## Division

checking, 30, 32, 84-86, 89  
 estimating quotients, 83, 95  
 facts through six, 30, 32, 34, 36, 38, 54, 160  
 facts: 7's to 9's, 41, 42, 45, 46, 49, 50, 54, 160  
 fractional parts of numbers, 118, 119  
 fractional remainders, 127-129  
 131  
 multiplicative division, 30, 32, 34, 36, 38, 41, 42, 45, 46, 49, 50, 101  
 one-place divisors, 83-97, 132  
 relationship to subtraction, 30, 32, 34, 36, 38, 41, 45, 83  
 remainders, 85-87, 89, 91-95, 97  
 three-place quotients, 88, 89, 91-94, 97, 132  
 two-place divisors, 130-132  
 zeros in dividend, 93, 94

## Estimating answers

77, 78

## Fractions

adding like, 121-123  
 changing to equivalent forms, 126  
 comparing values, 121  
 equivalent, 116, 117, 121, 124-126  
 parts of groups, 118, 119  
 parts of numbers, 118, 119  
 parts of objects to eighths, 116, 117, 120  
 subtracting like, 124-126  
 terms: numerator, denominator, 120  
 three addends, 123

## Graphs, charts

bar graphs, 73, 74  
 charts, 74  
 pictographs, 73

## Geometry

area of rectangle and square, 143  
 parallel lines, 143  
 perimeter, 143  
 plane and solid figures, 3-5

## Literal numbers

13, 51, 52, 61, 98, 99

## Measures

conversion of units, 103-105, 111, 112, 142  
 denominate numbers, 2-term  
 addition, 113, 142  
 multiplication, 115, 142  
 subtraction, 114, 142  
 dry, 111  
 equivalents, 103-105, 107

linear, 103, 140, 141

liquid, 105

temperature, 70, 71

time, 106, 107

weight, 104

## Mental arithmetic

23, 24, 28

## Money

adding, 18, 69, 97, 129, 133, 134  
 counting, 17  
 dividing, 96, 119  
 equivalents, 17  
 multiplying, 60, 68, 69, 129  
 subtracting, 21, 69, 97, 129  
 writing, 17

## Multiplication

checking, 67  
 exchanging, single and double, 57-59, 65, 66  
 factors, 52  
 facts through six, 29, 31, 33, 35, 37, 53, 160  
 facts: 7's to 9's, 39, 40, 43, 44, 47, 48, 53, 160  
 one-place multipliers, 56-62, 69, 87  
 relationship to addition, 29, 31, 39, 40  
 relationship to division, 30, 32, 34, 36, 38, 41, 45, 46, 49, 50  
 by tens and hundreds, 63, 64  
 three-place multiplicands, 66, 69, 87, 97, 129  
 two-place multipliers, 65, 67, 69, 87, 97, 129  
 zero difficulties, 61, 63, 64

**Number system**

associative law, 28  
commutative law, 16, 29, 31  
(See also: addition, multiplication)  
place value, 6-8  
properties of one, 51  
seven-place numbers, 8  
zero properties, 13, 61

**Practice, mixed**

25, 28, 62, 69, 87, 97, 99,  
101, 129, 137

**Problem solving**

arithmetic sentences, 98, 99  
averages, 102  
estimating answers, 77, 78,  
144, 145  
irrelevant facts, 99  
mixed problems, 26, 77, 79, 98,  
99, 144, 145

steps to follow, 98  
two-step, 100, 101

**Reviews**

26, 80, 109, 138, 149,  
151-153

**Roman numerals**

108

**Rounding numbers**

75, 76

**Sets**

empty set, 146  
equality of, 148  
finding sets, 147

**Subtraction**

additive subtraction, 25, 101  
checking, 19-21

exchanging, 19, 20, 22, 24  
facts, 12, 25, 159  
five-place numbers, 24, 136  
four-place numbers, 24, 25, 62,  
69, 87, 97  
relationship to division, 30, 32,  
34, 36, 38, 41, 45, 83  
three-place numbers, 20-22, 25,  
62, 69, 87, 97, 129  
two-place numbers, 19, 25, 62,  
69, 87  
zero difficulties, 13, 22, 97

**Symbols**

78, 103, 105, 144

**Tests**

27, 55, 81, 82, 110, 139, 150,  
154, 155

**ART****SCIENCE**

## THE ADDITION FACTS

$$\begin{array}{ccccccccc} 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 \\ \hline 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1 \\ 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \end{array}$$

$$\begin{array}{ccccccccc} 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 \\ \hline 2 & 2 & 2 & 2 & 2 & 2 & 2 & 2 & 2 \\ 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 & 11 \end{array}$$

$$\begin{array}{ccccccccc} 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 \\ \hline 3 & 3 & 3 & 3 & 3 & 3 & 3 & 3 & 3 \\ 4 & 5 & 6 & 7 & 8 & 9 & 10 & 11 & 12 \end{array}$$

$$\begin{array}{ccccccccc} 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 \\ \hline 4 & 4 & 4 & 4 & 4 & 4 & 4 & 4 & 4 \\ 5 & 6 & 7 & 8 & 9 & 10 & 11 & 12 & 13 \end{array}$$

$$\begin{array}{ccccccccc} 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 \\ \hline 5 & 5 & 5 & 5 & 5 & 5 & 5 & 5 & 5 \\ 6 & 7 & 8 & 9 & 10 & 11 & 12 & 13 & 14 \end{array}$$

$$\begin{array}{ccccccccc} 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 \\ \hline 6 & 6 & 6 & 6 & 6 & 6 & 6 & 6 & 6 \\ 7 & 8 & 9 & 10 & 11 & 12 & 13 & 14 & 15 \end{array}$$

$$\begin{array}{ccccccccc} 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 \\ \hline 7 & 7 & 7 & 7 & 7 & 7 & 7 & 7 & 7 \\ 8 & 9 & 10 & 11 & 12 & 13 & 14 & 15 & 16 \end{array}$$

$$\begin{array}{ccccccccc} 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 \\ \hline 8 & 8 & 8 & 8 & 8 & 8 & 8 & 8 & 8 \\ 9 & 10 & 11 & 12 & 13 & 14 & 15 & 16 & 17 \end{array}$$

$$\begin{array}{ccccccccc} 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 \\ \hline 9 & 9 & 9 & 9 & 9 & 9 & 9 & 9 & 9 \\ 10 & 11 & 12 & 13 & 14 & 15 & 16 & 17 & 18 \end{array}$$

## THE SUBTRACTION FACTS

$\frac{2}{1}$	$\frac{3}{1}$	$\frac{4}{1}$	$\frac{5}{1}$	$\frac{6}{1}$	$\frac{7}{1}$	$\frac{8}{1}$	$\frac{9}{1}$	$\frac{10}{1}$
$\frac{3}{2}$	$\frac{4}{2}$	$\frac{5}{2}$	$\frac{6}{2}$	$\frac{7}{2}$	$\frac{8}{2}$	$\frac{9}{2}$	$\frac{10}{2}$	$\frac{11}{2}$
$\frac{4}{3}$	$\frac{5}{3}$	$\frac{6}{3}$	$\frac{7}{3}$	$\frac{8}{3}$	$\frac{9}{3}$	$\frac{10}{3}$	$\frac{11}{3}$	$\frac{12}{3}$
$\frac{5}{4}$	$\frac{6}{4}$	$\frac{7}{4}$	$\frac{8}{4}$	$\frac{9}{4}$	$\frac{10}{4}$	$\frac{11}{4}$	$\frac{12}{4}$	$\frac{13}{4}$
$\frac{6}{5}$	$\frac{7}{5}$	$\frac{8}{5}$	$\frac{9}{5}$	$\frac{10}{5}$	$\frac{11}{5}$	$\frac{12}{5}$	$\frac{13}{5}$	$\frac{14}{5}$
$\frac{7}{6}$	$\frac{8}{6}$	$\frac{9}{6}$	$\frac{10}{6}$	$\frac{11}{6}$	$\frac{12}{6}$	$\frac{13}{6}$	$\frac{14}{6}$	$\frac{15}{6}$
$\frac{8}{7}$	$\frac{9}{7}$	$\frac{10}{7}$	$\frac{11}{7}$	$\frac{12}{7}$	$\frac{13}{7}$	$\frac{14}{7}$	$\frac{15}{7}$	$\frac{16}{7}$
$\frac{9}{8}$	$\frac{10}{8}$	$\frac{11}{8}$	$\frac{12}{8}$	$\frac{13}{8}$	$\frac{14}{8}$	$\frac{15}{8}$	$\frac{16}{8}$	$\frac{17}{8}$
$\frac{10}{9}$	$\frac{11}{9}$	$\frac{12}{9}$	$\frac{13}{9}$	$\frac{14}{9}$	$\frac{15}{9}$	$\frac{16}{9}$	$\frac{17}{9}$	$\frac{18}{9}$

MULTIPLICATION FACTS

$\frac{1}{1}$	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{4}{4}$	$\frac{5}{5}$	$\frac{6}{6}$	$\frac{7}{7}$	$\frac{8}{8}$	$\frac{9}{9}$
$\frac{1}{2}$	$\frac{2}{4}$	$\frac{3}{6}$	$\frac{4}{8}$	$\frac{5}{10}$	$\frac{6}{12}$	$\frac{7}{14}$	$\frac{8}{16}$	$\frac{9}{18}$
$\frac{1}{3}$	$\frac{2}{6}$	$\frac{3}{9}$	$\frac{4}{12}$	$\frac{5}{15}$	$\frac{6}{18}$	$\frac{7}{21}$	$\frac{8}{24}$	$\frac{9}{27}$
$\frac{1}{4}$	$\frac{2}{8}$	$\frac{3}{12}$	$\frac{4}{16}$	$\frac{5}{20}$	$\frac{6}{24}$	$\frac{7}{28}$	$\frac{8}{32}$	$\frac{9}{36}$
$\frac{1}{5}$	$\frac{2}{10}$	$\frac{3}{15}$	$\frac{4}{20}$	$\frac{5}{25}$	$\frac{6}{30}$	$\frac{7}{35}$	$\frac{8}{40}$	$\frac{9}{45}$
$\frac{1}{6}$	$\frac{2}{12}$	$\frac{3}{18}$	$\frac{4}{24}$	$\frac{5}{30}$	$\frac{6}{36}$	$\frac{7}{42}$	$\frac{8}{48}$	$\frac{9}{54}$
$\frac{1}{7}$	$\frac{2}{14}$	$\frac{3}{21}$	$\frac{4}{28}$	$\frac{5}{35}$	$\frac{6}{42}$	$\frac{7}{49}$	$\frac{8}{56}$	$\frac{9}{63}$
$\frac{1}{8}$	$\frac{2}{16}$	$\frac{3}{24}$	$\frac{4}{32}$	$\frac{5}{40}$	$\frac{6}{48}$	$\frac{7}{56}$	$\frac{8}{64}$	$\frac{9}{72}$
$\frac{1}{9}$	$\frac{2}{18}$	$\frac{3}{27}$	$\frac{4}{36}$	$\frac{5}{45}$	$\frac{6}{54}$	$\frac{7}{63}$	$\frac{8}{72}$	$\frac{9}{81}$

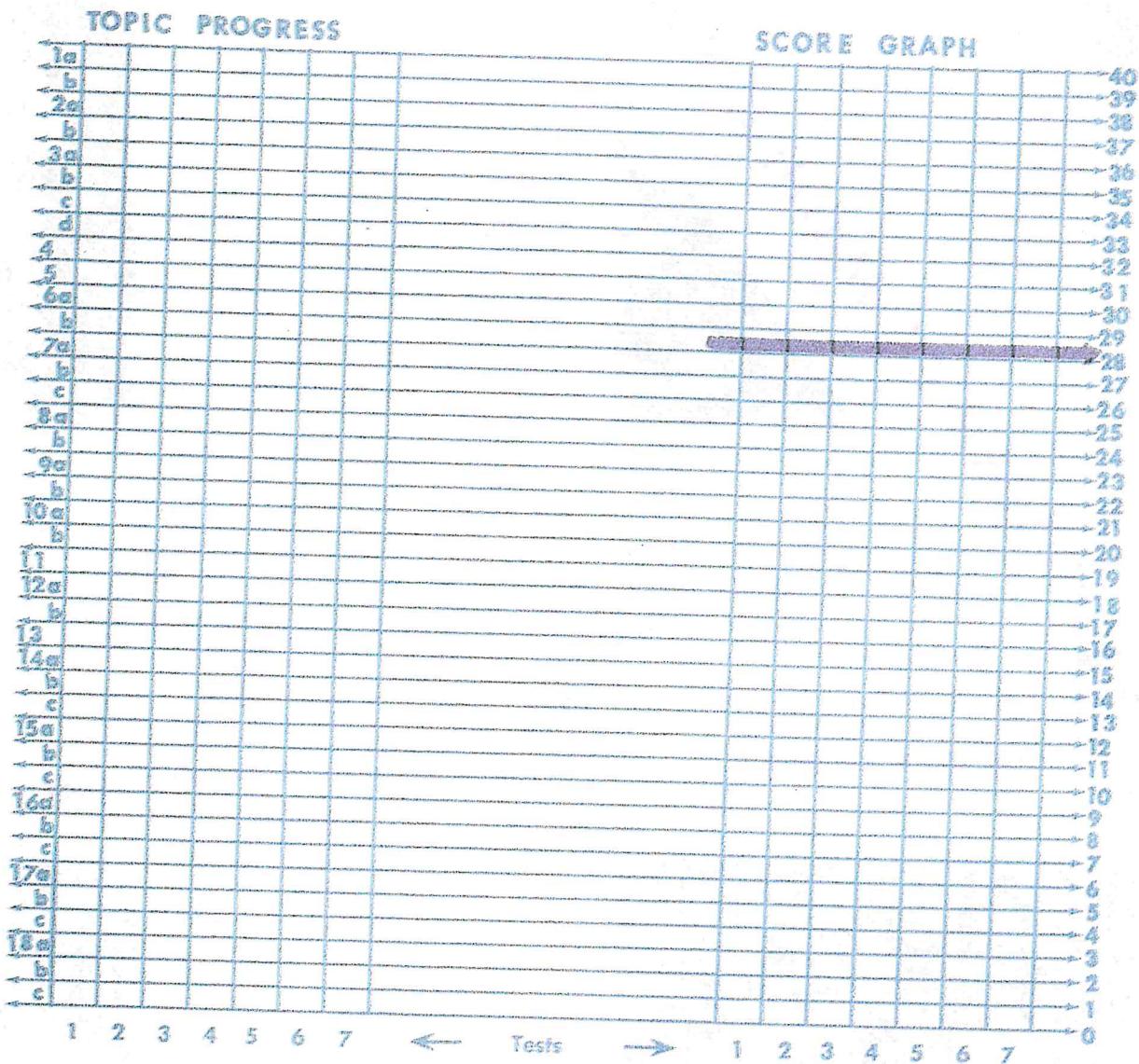
DIVISION FACTS

$1 \overline{)} 1$	$1 \overline{)} 2$	$1 \overline{)} 3$	$1 \overline{)} 4$	$1 \overline{)} 5$	$1 \overline{)} 6$	$1 \overline{)} 7$	$1 \overline{)} 8$	$1 \overline{)} 9$
$2 \overline{)} 2$	$2 \overline{)} 4$	$2 \overline{)} 6$	$2 \overline{)} 8$	$2 \overline{)} 10$	$2 \overline{)} 12$	$2 \overline{)} 14$	$2 \overline{)} 16$	$2 \overline{)} 18$
$3 \overline{)} 3$	$3 \overline{)} 6$	$3 \overline{)} 9$	$3 \overline{)} 12$	$3 \overline{)} 15$	$3 \overline{)} 18$	$3 \overline{)} 21$	$3 \overline{)} 24$	$3 \overline{)} 27$
$4 \overline{)} 4$	$4 \overline{)} 8$	$4 \overline{)} 12$	$4 \overline{)} 16$	$4 \overline{)} 20$	$4 \overline{)} 24$	$4 \overline{)} 28$	$4 \overline{)} 32$	$4 \overline{)} 36$
$5 \overline{)} 5$	$5 \overline{)} 10$	$5 \overline{)} 15$	$5 \overline{)} 20$	$5 \overline{)} 25$	$5 \overline{)} 30$	$5 \overline{)} 35$	$5 \overline{)} 40$	$5 \overline{)} 45$
$6 \overline{)} 6$	$6 \overline{)} 12$	$6 \overline{)} 18$	$6 \overline{)} 24$	$6 \overline{)} 30$	$6 \overline{)} 36$	$6 \overline{)} 42$	$6 \overline{)} 48$	$6 \overline{)} 54$
$7 \overline{)} 7$	$7 \overline{)} 14$	$7 \overline{)} 21$	$7 \overline{)} 28$	$7 \overline{)} 35$	$7 \overline{)} 42$	$7 \overline{)} 49$	$7 \overline{)} 56$	$7 \overline{)} 63$
$8 \overline{)} 8$	$8 \overline{)} 16$	$8 \overline{)} 24$	$8 \overline{)} 32$	$8 \overline{)} 40$	$8 \overline{)} 48$	$8 \overline{)} 56$	$8 \overline{)} 64$	$8 \overline{)} 72$
$9 \overline{)} 9$	$9 \overline{)} 18$	$9 \overline{)} 27$	$9 \overline{)} 36$	$9 \overline{)} 45$	$9 \overline{)} 54$	$9 \overline{)} 63$	$9 \overline{)} 72$	$9 \overline{)} 81$

## PROGRESS CHART

In a separate test book there are six achievement tests, seven tests on fundamentals, a semester test, two final tests, and six pages of drills. Comparison of the scores you make on the Tests on Fundamentals will show your improvement. You can then use the drill pages to strengthen your weak spots. The two Score Charts below are to be used with the Tests on Fundamentals.

1. The chart on the left shows progress in each topic. Problems on the same topic have the same number in each Test on Fundamentals. You may put an X in the square opposite the number of each problem you miss. If X's appear often opposite the same number, you can see plainly that you need more drill on the topic that has that number.
2. You may make a bar graph of your scores on the chart at the right. The numbers down the side refer to the score points. You may want to draw a red line across at 28 where the grey line is on the chart, as a danger signal. Try to keep your scores above this danger line.



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